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ABSTRACT

This report describes a 4-year project designed to develop a teacher education program at Pennsylvania State University to prepare teachers for human services occupations. In the 1987-88 project year, five initial steps were taken: (1) development of a rationale for the program; (2) a literature review; (3) collection of resource materials; (4) installation of an electronic bulletin board to connect project personnel with a vocational education network; and (5) dissemination of information about the program. A third-party evaluation indicated that the project is worthwhile, addresses real needs, and is in an appropriate setting. The program's chances of success depend on selling it to local administrators, informing human services employers about the program, presenting papers about the program at professional conferences, conducting a workshop for high school guidance counselors about the program, and carefully selecting an advisory committee. (Fifteen appendixes, which make up most of the document, include a list of institutions offering human services programs in Pennsylvania, instructions for using the electronic mail system, a list of consultants, minutes of meetings with personnel at the university, a model of the proposed human services occupations teacher education program, a model of a human services occupations career ladder, an administrator needs assessment summary, minutes of advisory committee meetings, a project evaluation by advisory committee, materials concerning dissemination activities, resource lists, human service agency lists, a management plan chart, a program goals list, a review of literature, and a third-party evaluators' report.) (KC)

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PA88PD391

FINAL REPORT

Development of a Teacher Training Program in Human Services in Pennsylvania

Contract Number: 86-8043

Susan F. Weis
Susan S. Olson

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and Career Studies
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September 1988

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ABSTRACT

Pennsylvania State University, Department of Home Economics Education, 212 Rackley Building, University Park, Pennsylvania 16802

Development of a Teacher Training Program in Human Services in Pennsylvania

Contract No.: 86-8043
Approved Funds: $79, 181.00

STATEMENT OF PURPOSE

This project is concerned with the development of a teacher education program at The Pennsylvania State University to prepare human services occupations teachers in Pennsylvania. Human services occupations are comprised of a cluster of home economics occupational programs including child care services, and institutional and home management services. Human services occupational teachers would prepare secondary and post-secondary students to work in direct services as entry-level and paraprofessionals, respectively, in such fields as mental health and retardation, day care, aging services, community living transition services, and family/home management services.

OBJECTIVES PLANNED

1. To coordinate efforts with postsecondary and secondary institutions offering human service or related programs and establish a functional network with these institutions.

2. To establish and develop a human services vocational teacher education program at The Pennsylvania State University using the Model for Trade and Industrial Teacher Education and drawing upon courses in Human Development, Vocational Education, Home Economics Education, and Special Education.

3. To utilize an ad hoc advisory committee made up of representatives from the human services, business, industry and educational institutions.

4. To disseminate findings and promote the program to administrators in secondary and postsecondary institutions in Pennsylvania and nationally.

5. To establish a resource library in human services.

6. To investigate liaisons with the business and educational communities which currently involve human services.

OBJECTIVES ACHIEVED

1. An ad hoc advisory committee was set up. A listing of programs in secondary and post-secondary institutions in Pennsylvania which related to human services was developed (See Appendix A). A computer bulletin board which could be used to enable communications among interested programs in the state was investigated (See Appendix B). Visits were made to at least one secondary and one post-secondary institution to observe their human services related programs and to discuss the project with their administrators and instructors. A listing of possible consultants for the project was developed (See Appendix C).

2. Contacts were made with a variety of University faculty and administrators regarding the project (See Appendix D). A preliminary model for the Preparation of Teachers in Human Services was developed (See Appendix E). A Human Services Career Ladder was developed (See Appendix F). A needs assessment survey was developed and administered to area vocational technical school (AVTS) administrators to determine their needs for human services professionals and their interests in hiring such professionals (See Appendix G).

3. An ad hoc advisory committee made up of representatives from the human services, business, industry and educational institutions was formed and met three times over the project year: September

24, 1987; February 16, 1988; and May 16, 1988. Members of the ad hoc advisory committee included the following persons: Tom Dolan (Centre County Private Industry Council), Dorothy Shemick (Human Services Teacher, Centre County Area Vocational Technical School), Dr. Gary Sauers (Instructor, Rehabilitation Education, The Pennsylvania State University), Dr. Greg Carroll (Associate Dean for Undergraduate Studies, College of Health and Human Development, The Pennsylvania State University), Art Heim and Dan Leri (Advanced Technology Center of Centre and Northern Pennsylvania), Susan F. Smith (Aide to State Representative Ruth Rudy), Dr. James Tawney (Professor-in-Charge, Special Education, The Pennsylvania State University), Dr. Sheldon Gelman (Professor-in-Charge, Social Work, The Pennsylvania State University), Dr. Tom Zimmerman (Human Services Program, Williamsport Area Community College), Dr. Richard Fiene (Research Director, Pennsylvania Office of Children, Youth and Families), Cynthia Edvar (Centre County Office of Aging), Robert T. Ott (Centre County Human Services Office), Dr. Fred Monaco (Director of Vocational Education, Pittsburgh City Schools), and Barry Dallara (Director of Vocational Education, Bedford County Area Vocational Technical School). Minutes of the three ad hoc advisory committee meetings are presented in Appendix H. The ad hoc advisory committee members were asked to briefly evaluate the project after the final meeting. Results of their evaluations are presented in Appendix I.

4. Dissemination efforts included the following activities. An overview of the project was presented at the Pennsylvania Home Economics Association Annual Meeting, and at the National Vocational Home Economics Education Annual Meeting. A project staff member attended the conference of the National Organization for Human Services Education. Brief articles describing the project appeared in the PHEA Newsletter and Center Update. A needs assessment survey was completed by administrators of AVTS's. Project staff members attended a variety of professional conferences to collect information concerning human services occupations. An electronic bulletin board, ADVOCNET, was installed and project staff were trained in its use. Project information was disseminated via this medium. Evidence of the dissemination activities undertaken for this project are presented in Appendix J.

5. Reports of demographic and occupational data were surveyed. A collection of related curricula was gathered. Resource materials were ordered and catalogued in a resource library (See Appendix K).

6. A listing of human services agencies, industries, and organizations was developed. Each listing was contacted to explore possible linkages with the project. Correspondence and materials indicative of this effort is contained in Appendix L.

PROJECT APPROACH/METHODOLOGY

A management plan was developed for the project in the beginning to allocate work assignments among project staff, present an overview of the work to be accomplished and the time frame for its accomplishment. The project was seen as occurring over a four-year period. The plan and Program Goals are presented in Appendix M. Included among its tasks are the following with their timelines:

July to September 1987
- Review literature
- Contact business, community and educational agencies
- Identify consultants
- Set up first advisory committee meeting

September 1987
- Meet with advisory committee

September to December 1987
- Visit human services and related programs
- Set up ADVOCNET
- Begin project dissemination and dialogue

October 1987 to June 1988
- Meet with program heads at PSU
- Work with consultants from business and industry
- Continue visits with educational programs

November 1987 to June 1988
- Attend national professional conferences to disseminate

project

January to February 1988
Hold second advisory committee meeting

March to April 1988
Design program
Develop recruitment materials
Develop presentations for dissemination of program

May to June 1988
Hold last advisory committee meeting
Evaluate project via third party evaluation

June 1988
Prepare project report

The project was directed by Dr. Susan F. Weis and assisted by Susan S. Olson, Ada F. Knight, and Mary Laeger-Hagemeister.

PROJECT SUMMARY

A project was undertaken to begin a teacher education program at The Pennsylvania State University to prepare teachers for human services occupations. The 1987-88 year of the project was concerned with initial steps toward development of the teacher education program. During this year, a rationale for the project was developed, an ad hoc advisory committee was initiated, literature was reviewed (See Appendix N), a library of resource materials were gathered and catalogued, an electronic bulletin board was installed to connect project personnel with a vocational education network, and dissemination about the proposed program occurred. Finally, a team of third-party evaluators was used to assess the project activities. Their assessment indicated that the human services teacher education program was a worthwhile project to undertake, it is a timely program, it addresses real needs in Pennsylvania, it is in an appropriate setting, and that its chances for success may be dependent upon or facilitated by the following factors or activities: (1) Selling this program to local administrators in local

comprehensive high schools, area vocational technical schools and community colleges so that jobs will be available to graduates, (2) Having home economists in human services in all the planning stages of the project, (3) Informing the human services employers regarding this program for future job possibilities/work experiences, (4) Utilizing the PEN Pages electronic bulletin board to provide information to intermediate units and local school districts, (5) Considering a presentation to PSEA, Central Intermediate Unit Personnel and the Association for Curriculum and Supervision, (6) Considering a workshop for secondary school guidance counselors (gatekeepers in scheduling processes in schools) to inform students of this proposed program, (7) Planning an Executive Academy sponsored by PDE, designed for school administrators, and (8) Careful selection of local Advisory Committee for this program organized prior to or during the time of implementation to assist in community ownership and building concensus for the program. The Third Party Evaluator's Report is presented in Appendix O.

APPENDICES

APPENDIX A

Institutions Offering Human Services Programs in Pennsylvania

Institutions Offering Human Services

Postsecondary Programs

Williamsport Area Community College
Harrisburg Area Community College
Westmoreland County Community College
Reading Area Community College
Community College of Allegheny County - South Campus
Susquehanna University

Secondary

Centre County Area Vocational Technical School

Institutions Offering Human Services Related Programs

Child Care Services and Related Majors

o **Postsecondary**

Community College of Philadelphia
Harcum Junior College
Northampton County Area Community College
Reading Area Community College
Community College of Allegheny County - South Campus
Montgomery County Community College
Community College of Allegheny County - Allegheny Campus
Seton Hill College
Keystone Junior College
Westmoreland Community College
Luzerne County Community College
Temple University

o **Secondary**

A.P. Randolph Skills Center
Baldwin High School
Chester High School
Highland Sr. High School
Schenley high School
Aliquippa Sr. High School
Berks County AVTS-West
Delaware County AVTS-Folcroft
Keystone Oaks High School
South Vocational Technical High School
Altoona Area High School
Carrick High School
Delaware County AVTS - Marple
Lackawanna County AVTS-S.
Westinghouse High School
Alvin Swenson Skills Center
Chartiers Valley High School
Frankford High School
Oliver High School
William Penn Sr. High School

Home Health Aide

o Adult

Bucks County AVTS
Indiana
SUN AVTS
Clearfield County AVTS
Lawrence County AVTS
E. Westmoreland County AVTS
Pottstown Sr. High School
Huntingdon County AVTS
Steel Center AVTS

o Postsecondary

Luzerne County Community College

o Secondary

E. Westmoreland County AVTS
McKeesport AVTS
Venango County AVTS

Teacher Aide

o Adult

Greater Johnstown AVTS

o Postsecondary

Bucks County Community College
Montgomery County Community College
Reading Area Community College

Theraputic Recreation Aide

o Postsecondary

Luzerne County Community College
Villa Maria College

Institutional Home Management Service

o Secondary

Bucks County AVTS
Reading Sr. High School
Delaware County AVTS-Marple
Saegertown High School
FairChance-Georges JSHS
Forbes Road East AVTS

Human Services Technology

o Postsecondary

Edinboro University of PA

Mental Health Assisting

o Postsecondary

Bucks County Community College
Community College of Allegheny Co. - South Campus
Keystone Jr. College
Manor Jr. College
Montgomery Co. Community College

Mental Health Tech

o Postsecondary

Community College of Philadelphia
Hahnemann University
Reading Area Community College
Williamsport Area Community College

Habilitative Services

o Postsecondary

Clarion University of PA
Venango Campus

Source: Vocational Education Information Management System (VIEMS) 1984-85

APPENDIX B

ADVOCNET

ADVOCNET ACTIVITIES

These activities were designed to be used along with Electronic Mail System - User Guide for Beginners , prepared by DIALCOM. The activities will assist you with the following:

#1 - Signing ON and OFF

#2 - DISPLAYING the DIRECTORY and SENDING a message

#3 - Changing your PASSWORD

#4 - SCANNING messages

#5 - SENDING options

#6 - DISPOSITION of mail

If you have any questions about these activities or any other aspect of ADVOCNET, please contact:

Judy Wagner
ADVOCNET System Manager
National Center for Research in
Vocational Education
1960 Kenny Road
Columbus, OH 43210-1090
(800)848-4815 or (614)486-3655
ADVOCNET ID: AVO0003

ADVOCNET

Activity #1 - Signing ON and OFF

ACTIVITY #1

This activity is designed to teach you how to access ADVOCNET.

1. Please read pages 1 to 13 in the Electronic Mail System - User Guide for Beginners. Pay particular attention to the information concerning equipment found at the bottom of page 1.

2. Carefully study page 7. Select the access mode that applies to your situation.

3. Fill in the necessary information, the appropriate telephone number, terminal address (DIALCOM System 50), your user ID and password.

4. After you have completed step 3, sign ON to the computer. At the prompt "please sign on," type "ID AVOXXXX password." Then type in MAIL at the system level prompt (>). You are now in MAIL MODE.

5. You will receive the prompt "Send, Read, or Scan."

6. Type in "READ" or "R". The computer will respond with a header containing TO, FROM, SUBJECT, etc. At the prompt "MORE", enter a carriage return to see the complete message.

7. After you have read the message, the prompt "disposition" will appear. Type "DELETE" or "D."

8. You will be returned to system level after all messages have been read.

9. Sign off the system by typing "OFF." Be sure to hang up the telephone to completely disconnect.

ADVOCNET

Activity #2 - Display the DIRECTORY and SEND a Message

INTRODUCTION

The Mail Directory is a listing of all ADVOCNET members. Use of the directory allows you to send messages to other members without having to memorize ID numbers. Each line in the directory contains the name and ID number followed by other identifying information.

ACTIVITY #2

This activity is designed to teach you how to access the ADVOCNET directory and send a message.

1. Please read pages 12-18 in the Electronic Mail System - User Guide for Beginners.

2. Sign ON to the system.

3. Respond to the system level prompt (>) by typing in MAIL.

4. The computer will respond "Send, Read, or Scan."

5. Answer by typing in the words DISPLAY DIR. Turn on your printer and print the entire directory. Then locate the mailbox number (ID number) for Judy Wagner and enter it here: _____.

6. You will again be prompted "Send, Read, or Scan."

7. Answer by typing in the word "SEND". To send a message, the Mail System will present several prompts that will enable you to "mail" the message.

8. Respond to the prompt "TO:" by entering in Judy Wagner's mailbox number.

9. Respond to the prompt "SUBJECT:" by typing in ADVOCNET, Activity #2.

10. Respond to the prompt "TEXT:" by typing in the following message:

    Upon receipt of this message, you will know that _____ _____ (insert your name and agency here) has completed ADVOCNET Activity #2.

11. After you have finished typing the Text, enter a carriage return and ".SEND" on the next line by itself.

12. You will receive verification - J.Wagner - Sent.

13. This ends a simple send transaction.

14. You will again receive a "To:". Either send another message or type "QUIT" or "Q" to return to system level.

15. Sign off by typing "OFF."

16. Special Note: As you read the ADVOCNET directory, you will notice that some of the states have elected to have only one mailbox. To contact an individual at the State Department, the following procedure is recommended. At the "TO" prompt, type in the name of the state as it appears on the directory or the ID number. At the "SUBJECT" prompt, insert the name and/or position of the individual for whom the message is intended. For example:

    TO: CALIFORNIA
    SUBJECT: TO James T. Allison

    OR

    TO: AV0601
    SUBJECT: TO State Director of Vocational Education

ADVOCNET

Activity #3 - Changing Your Password

INTRODUCTION

The password is an important security element built into Dialcom's electronic mail system. It is the key to your account. Before you can begin a session, you must enter your user ID and password. For greater protection against unauthorized access to your mail, Dialcom recommends that users periodically change their passwords.

ACTIVITY #3

This activity is designed to teach you how to change your password.

1. Sign on to the system.

2. At the system level prompt (>), type in PASSWD.

3. The system will respond with "Old Password:". Enter your password.

4. You will receive the prompt "new owner password:".

5. The following restrictions should be considered when choosing a new password:

   a) The password should not exceed 16 characters.
   b) A non-printing password (hold down CTRL key) should not contain digits or non-alphabetic characters.
   c) It is recommended that passwords be wholly or in part non-printing (requiring the CTRL key) and be at least 4 characters.
   d) The following characters cannot be used when CTRL is used: S H L O M P Q

6. Type in your new password after the prompt, "New owner password:".

7. The system will respond "Enter it again:". Enter your new password exactly the same way.

8. The computer will respond "DONE."

9. Enter the mail mode.

10. Please send the following message to W.Budke and J.Wagner using their proper names as they appear in the ADVOCNET directory, not their mail box numbers. At the subject prompt, type "Activity 3".

When you receive this message from _____ (insert your name and agency), it will signify that activity #3 has been completed.

11. Send the message using the appropriate command.

12. You will receive verification:
    W.Budke - Sent
    J.Wagner - Sent

13. Exit mail and sign off the computer.

ADVOCNET

Activity #4 - Scanning Mail

INTRODUCTION

Using the SCAN command allows you to review the mail currently in your mailbox. It will display the subject and sender. QSCAN displays a condensed one line header.

Other options for the SCAN command include:

1. SCAN UNREAD - current unread mail
2. SCAN READ - current read mail
3. SCAN FILE - filed mail

ACTIVITY #4

This activity illustrates the use of the SCAN command.

1. Sign on to the system.
2. Carefully read pages 23-25 of the User Guide.
3. At the system level prompt (>), type MAIL.
4. The system will respond with "Send, Read, or Scan:" Enter "SCAN".
5. After reviewing your mail, answer the prompt "Read or Scan:" by typing QSCAN to see how the system displays the condensed version of your mail.
6. The system will again prompt you with "Read or Scan:". Respond with READ ALL. This will enable you to read all scanned items without any further prompts. If you want to read only certain items, indicate by the number. For example, READ 1 3 5.
7. At the prompt "Read or Scan:", type QUIT.
8. The system will respond with (>). Type OFF.

ADVOCNET

Activity #5 - Send Options

INTRODUCTION

Activity #2 showed you how to access the ADVOCNET directory and send a message. DIALCOM's Mail System has many options that can enhance your sending capabilities.

ACTIVITY #5

This activity will demonstrate some of the special options when sending messages. These options are available at "TO:" and "TEXT" modes.

1. Please read pages 14-18 in the Electronic Mail System - User Guide for Beginners.

2. Sign ON to the system.

3. Enter the mail system.

4. At the prompt "Send, Read, or Scan:", type "Send."

5. The first options are used following the prompt "TO:" and BEFORE the name(s) to which they apply.

6. Please send the following message TO: W.Budke CC J.Wagner. Type "Courtesy Copy" when prompted by the word "SUBJECT:".

7. At the next prompt, "TEXT:", type the following message:

   Upon receipt of this message, you will know that _____ has completes Activity #5, courtesy copy, from ADVOCNET.

8. Type .SEND on a line by itself. You will receive verification of the transaction.

9. Please send the following message TO: AR W.Budke CC J.Wagner. Type "Acknowledgement Requested" at the "SUBJECT" prompt.

10. At the "text" prompt, type the following message:

    _____ has completes the "acknowledgement requested" option of Activity #5.

11. Type .SEND on a line by itself. You will receive verification of the transaction as described on page 16 under the option AR.

12. Please send the following message
TO: EX W.Budke, J.Wagner, and yourself. (Insert your AVO number)

Type the word "EXPRESS" at the "SUBJECT" prompt.

13. At the "text" prompt, type the following message:

> This message was sent EXPRESS as described in Activity #5. The mail call message will specify that Express items are waiting to be read. _____
> (insert your name)

Since you are also a recipient of this message, and you are on the system at the time the Express item is sent, the following message will appear: "Express Letter call from Name" with a "beep" signal.

15. Type .SEND on a line by itself. You will receive verification of the transaction.

16. The options described above can also be used in the "text" mode. However, the commands must be preceded by a DOT (.) that is the first character on a line and be the only command typed on the line.

17. Study the information on pages 16-18 and send the following messages:

a) TO: W.Budke
SUBJECT: Activity #5
TEXT: This message is sent to illustrate the use of "CC" in the text mode. _____
_____ (insert your name). (Designate a ".CC" to J.Wagner and send the message.

b) TO: W.Budke
SUBJECT: Activity #5
TEXT: This message illustrates the use of the special options "EX" and "AR" within the text mode. _____

(Designate ".AR" to W.Budke and an ".EX" to J.Wagner. Then send the message.)

c) TO: W.Budke
SUBJECT: Use of Display and Spell Features, Activity #5
TEXT: This activity is designed with some spelling errors so you can see how the spell feature operates.
The display option will show you the corected text after corrections are executed. Page 18 of the User Gude illustrates the use of these options. (Invoke the spelling command by typing ".SP". Then request that the system show you the corrected copy by typing in ".Display". Designate ".AR" to W.Budke, ".CC" to J.Wagner and send the message.)

18. Type "QUIT."

19. Sign off the system.

20. The next time you sign on the system you will see that there is an Express item (as per #14) waiting to be read. Use the command "MAIL READ EXPRESS" to target this specific item.

APPENDIX C

Listing of Consultants

HUMAN SERVICES CONSULTANTS

Bucks County Community College
William F. Ford
Chairperson Behavioral and Professional Sciences
P401
Swamp Road
Newtown, PA 18940
(215) 968-8000
Ext. 8062

Community College of Luzerne County
Wesley E. Franklin
Director of Community-Based Special Programs
Human Services
Nanticoke, PA 18634
(717)735-8300

Harrisburg Area Community College
Nancy Summers
Human Services
3300 Cameron Street Road
Harrisburg, PA 17110-2999
(717)780-2300

The Williamsport Area Community College
Thomas A. Zimmerman
Human Services
1005 West Third Street
Williamsport, PA 17701-5799
(717)327-4766

** Marti Reid
Assistant to Vice President and executive Dean
CCAC Center North
1130 Perry Hwy
Pgh. PA 15237
(412)369-3676
--nanny program
--MH/MR Specialist Program
--Voc. Training for Special Needs Adults,Human services

** Barry Dallara
Vocational Director
Bedford-Everett AVTS
South Street Extension
Bedford, PA 15537

(814) 863-0805

** Joan Moss
Gr. Johnstown AVTGS
445 Schoolhouse Road
Johnstown, PA 15904
(814)266-6073

Dot Shemick
Human Services Instructor
Centre County AVTS
Pleasant Gap, PA 16823

Larry Schaedel
MH/MR Administrator
Centre County MH/MR
Base Service Unit
209 South Allegheny Street
Belefonte, PA 16823
355-6786

Centre County Office of Aging
Jane Taylor
Willowbank Bldg.
Homles and Valentine Streets
Bellefonte, PA 16823
355-6716

Centre County Commissioners
Human Services Planning
116 South Allghy
Bellefonte, PA 16823
355-6768

Child Development Council
Daycare Specialist
111 Sowers Street
State College, PA 16801
238-5480

Linda Porreca, Acting Program Director
Cedar Day Care Center
231-1356

Jackie Kohlmeyer, Director
S-8 Human Development
863-0267

Advanced Technology Center
Ben Franklin Partnership
Dr. Werner
Research and Development
Building 1114
863-4558

Thomas Dolan, Executive Director
Private Industry Council
of Centre County, Inc.
Suite A, Harrison Road
Centre County AVTS
Pleasnat Gap, PA 16823

** Bob Brown
Rachel Martin
Mercer County AVTS
Box 152
Route 58
Mercer, PA 16137
(412)662-3000
Interested in developing a Human Services Program
Would like to serve on committee

Beth Swadener
155 Chambers
238-5693

Ruth Rudy
P.O.Box 405
Centre Hall, PA 16828

Norm Furguiele
Client Coordinator
Clearfield-Jefferson Mental Health Center
700 Leonard Street
Clearfield, PA 16830

Dr. Kelz
Rehabilitation Education
306 Cedar
865-3427

Dr. James Tawney
Special Education
125 Moore Building
863-2287

Dr. Gelman
Social Work
211 Oswald Tower
865-3331

APPENDIX D

Meetings with Personnel of The Pennsylvania State University

Meetings to Discuss the Human Services Occupations Teacher Education Project

Fall 1987:

Acting Dean of the College of Education, Don Willower

Professor-in-Charge, Rehabilitation Education, Dr. James Kelz

Acting Professor-in-Charge, Special Education, Dr. James Tawney

Spring 1988:

Associate Dean for Research, College of Education, Dr. Vincent Lunetta

Head of the Division of Counseling and Educational Psychology and Career Studies, Dr. Edwin L. Herr

Dean of the College of Health and Human Development, Dr. Anne Peterson

Assistant to the Dean, Undergraduate Studies and Commonwealth Campuses, College of Education, Dr. Horst von Dorpowski

Assistant Dean, Continuing Education and Commonwealth Relations, College of Education, Dr. Robert Nicely

Head, Gerontology Program, College of Health and Human Development, Dr. Steven Zarit

Head, Health Education Program, College of Health and Human Development, Dr. Richard St. Pierre

Acting Head, Nursing Program, College of Health and Human Development, Dr. Lois Kelley

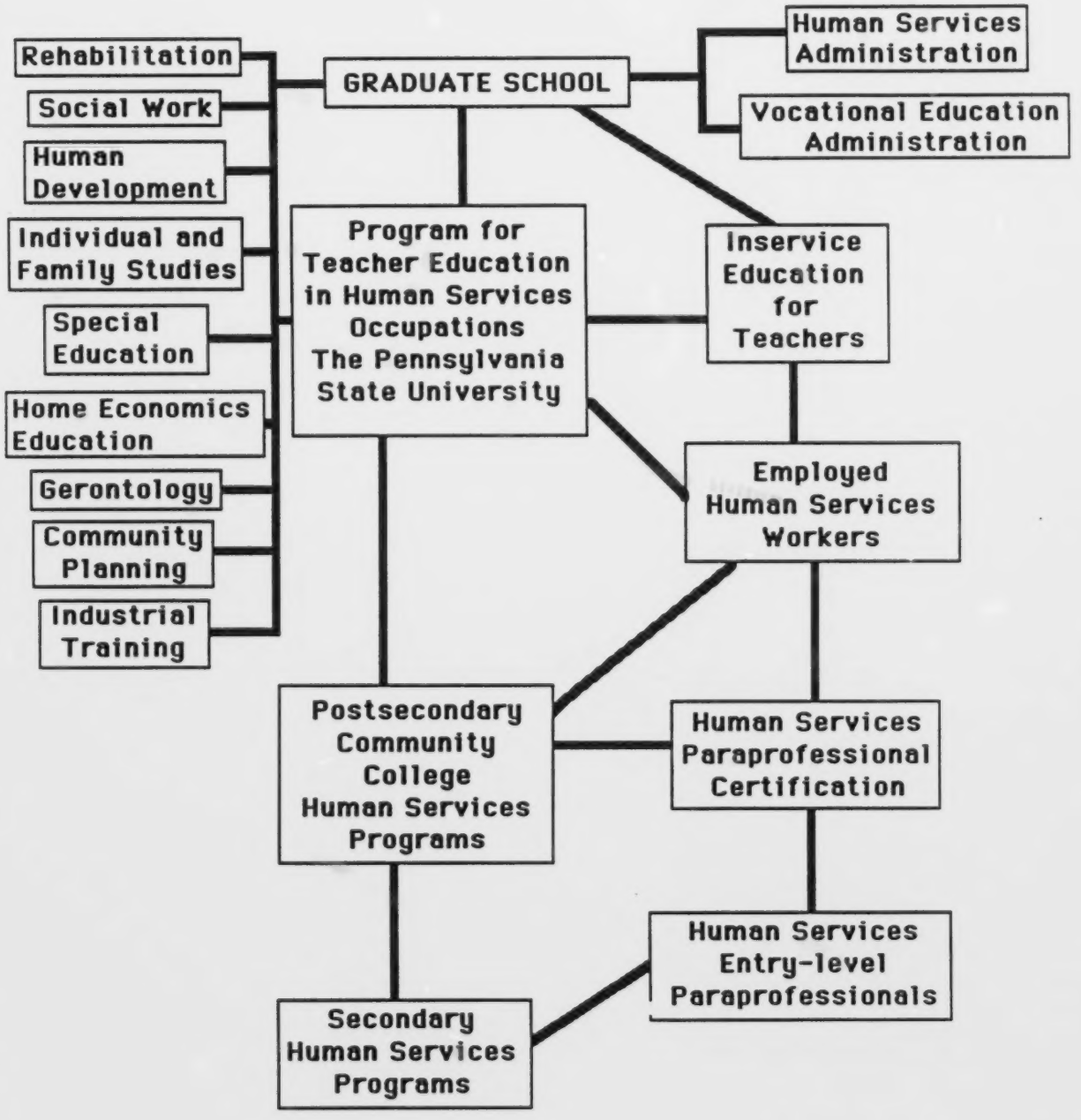
Head, Recreation and Parks Program, College of Health and Human Development, Dr. Frank Guadanola

APPENDIX E

Model of Proposed Human Services Occupations
Teacher Education Program
at The Pennsylvania State University

Figure 1

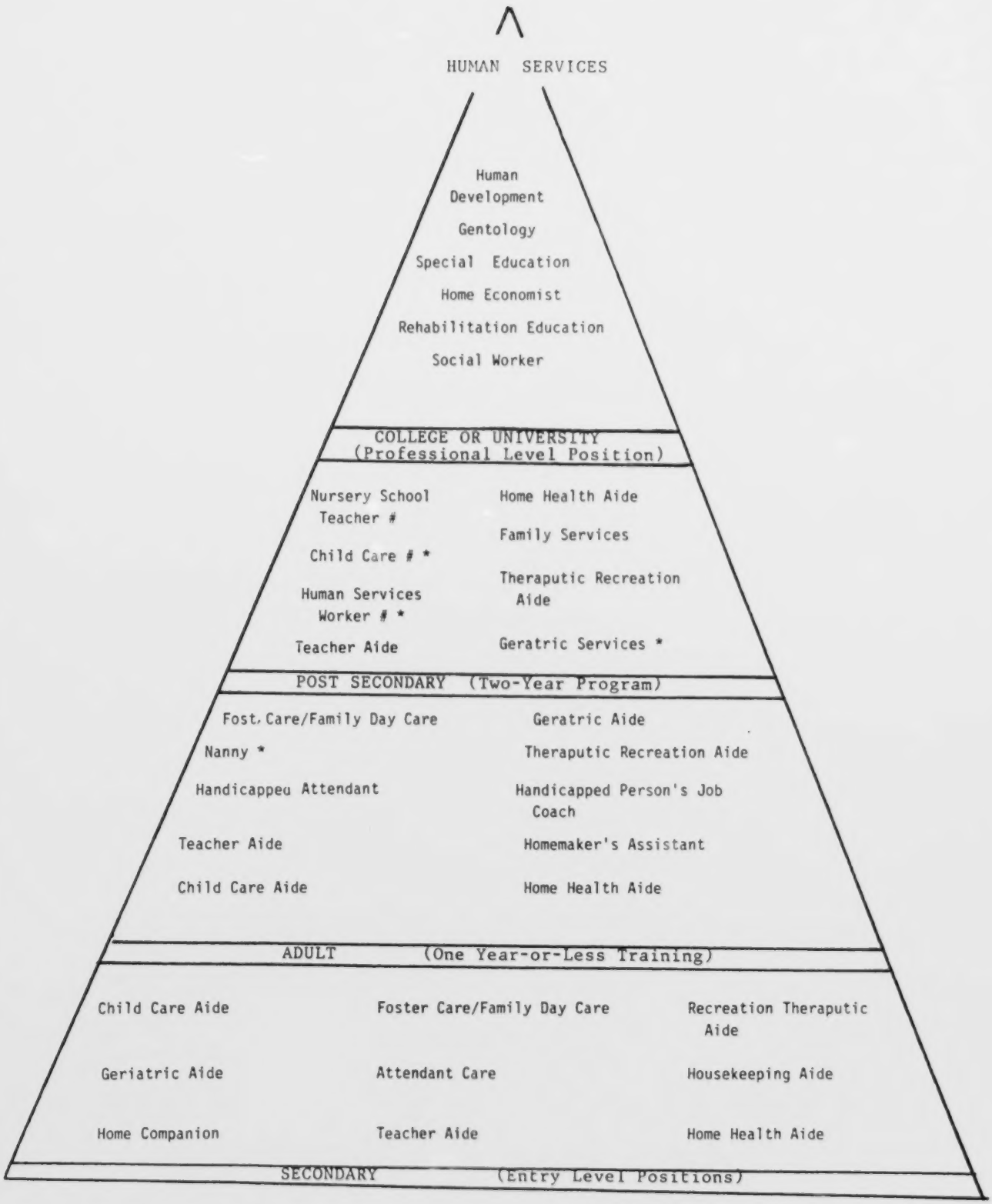
Model for the Preparation of Teachers of Human Services Occupations in Vocational Education



1/6/88

APPENDIX F

Human Services Occupations Career Ladder



* Certificate Program

\# Associate Degree

APPENDIX G

AVTS Administrators' Needs Assessment

SUMMARY OF RESPONSES TO THE ADMINISTRATORS' DETERMINATION OF NEEDS SURVEY FOR HUMAN SERVICES OCCUPATIONS*

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1. Your vocational program would be interested in hiring a trained Human Services Occupations Teacher. (n=28)

Definitely	Probably	Uncertain	Unlikely	No
1 (.03)	7 (.25)	5 (.18)	10 (.36)	5 (.18)

2. Your vocational program would hire a trained Human Services Occupations Teacher over someone from industry. (n=29)

Definitely	Probably	Uncertain	Unlikely	No
0 (.00)	0 (.00)	8 (.28)	10 (.34)	9 (.31)

3. There is a real need for an occupational training program in human services at the high school level. (n=30)

Definitely	Probably	Uncertain	Unlikely	No
9 (.30)	11 (.37)	7 (.23)	1 (.03)	2 (.07)

---

*Sixty surveys were distributed for response in May 1988, and 31 were returned by the cut-off date of June 31, 1988. The 31 returns represent a 52% rate of return.

PROGRAM NEEDS OF DETERMINATION SURVEY
HUMAN SERVICES OCCUPATIONS
1988

Job Title/Classification	Currently offer training in this area		Currently offer this as part of a cluster		Currently offer this as part of a cluster in Human Services		Currently offer as part of a Child Care Services program		Currently offer as part of a Home Management Program		Currently also offer as an Adult Program		Home Economics Occupations		Health Occupations		T & I		Human Services Industry		Child Care Industry		Others		Would like to add as part of a Human Services Cluster	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Mental Health/Special Education																										
Mental Health Assistant	5	5	3	4	2	3	0	3	0	3	3	3	0	3	6	3	0	3	0	2	0	2	0	2	4	2
Mental Retardation Aide	6	5	3	4	1	3	2	3	0	3	2	3	1	3	3	3	0	3	0	2	1	2	0	2	3	3
Community Mental Health Aide	3	5	2	4	1	3	0	3	0	3	1	3	0	3	5	3	0	3	0	2	0	2	0	2	4	1
Special Education Aide	3	5	2	5	1	3	2	3	0	3	3	3	1	3	3	4	0	3	0	2	2	2	0	2	4	2
Community Services																										
Public/Community Service Aide	1	6	0	4	0	3	0	3	0	3	0	3	0	3	0	4	0	3	0	2	0	2	0	2	4	2
Social Service Counseling Aide	0	6	0	4	0	3	0	3	0	3	0	3	0	3	0	5	0	3	0	2	0	2	0	2	3	2
Social Worker Assistant	0	6	0	4	0	3	0	3	0	3	0	3	0	3	0	3	0	3	0	2	0	2	0	2	3	2
Neighborhood Worker	2	6	2	3	0	3	1	3	0	3	1	3	0	3	1	3	0	3	0	2	1	2	0	2	3	2
Social Welfare Aide	0	6	0	4	0	3	0	3	0	3	0	3	0	3	0	4	0	3	0	2	0	2	0	2	3	2
Family Welfare Aide	0	6	0	4	0	3	0	3	0	3	0	3	0	3	0	4	0	3	0	2	0	2	0	2	3	2
Youth Work Aide	0	6	0	4	0	3	0	3	0	3	0	3	0	3	0	4	0	3	0	2	0	2	0	2	4	2
Public Assistance Aide	0	6	0	4	0	3	0	3	0	3	0	3	0	3	0	4	0	3	0	2	0	2	0	2	2	2
Gerontology																										
Gerontology Aide/Counselor	6	5	5	4	1	3	0	3	0	3	1	2	0	3	7	4	0	3	0	2	0	2	0	2	11	2
Nursing Home Counseling Welfare Aide	1	5	1	5	1	3	0	3	0	3	1	3	0	3	1	6	0	3	0	2	0	2	0	2	9	2
Senior Citizen Program Aide	4	6	4	4	1	3	0	3	0	3	1	3	0	3	4	4	0	3	0	2	0	2	0	2	10	2
Drug/Alcohol Rehabilitation																										
Drug/Alcohol Rehabilitation Worker	1	6	1	4	1	3	0	3	0	3	0	3	0	3	0	4	0	3	0	2	0	2	0	2	2	2
Drug/Alcohol Counselor	1	6	1	4	1	3	0	3	0	3	0	3	0	3	0	4	0	3	0	2	0	2	0	2	2	2

PROGRAM NEEDS OF DETERMINATION SURVEY
HUMAN SERVICES OCCUPATIONS
1988

Job Title/Classification	Currently offer training in this area		Currently offer this as part of a cluster		Currently offer this as part of a cluster in Human Services		Currently offer as part of a Child Care Services program		Currently offer as part of a Home Management Program		Currently also offer as an Adult Program		Home Economics Occupations		Health Occupations		T & I		Human Services Industry		Child Care Industry		Others		Would like to add as part of a Human Services Cluster	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Child Care																										
Child Care/Child Development Worker	17	3	2	7	3	7	8	5	0	6	4	5	8	5	4	5	0	5	0	5	8	2	0	2	12	1
Residential/Institutional Child Care Worker	10	5	2	5	1	5	5	4	0	5	2	4	6	4	3	3	3	3	3	3	4	2	0	1	10	2
Day Care Center Worker	23	4	2	5	3	5	9	3	0	4	3	4	7	3	6	3	0	3	0	3	7	1	0	1	12	1
Hospital Child Life Worker	2	6	0	5	0	5	0	5	0	4	0	5	0	5	3	3	0	3	0	3	0	2	0	1	7	3
Child Abuse Conseling Aide	1	7	0	5	0	5	0	5	0	4	0	5	0	5	1	3	0	3	0	3	0	2	0	1	9	2
Homemaker Services																										
Home Development Aide	2	7	1	4	0	4	0	4	0	4	1	4	0	4	2	4	0	4	0	4	0	3	0	2	8	1
Home Extension Aide	2	7	1	4	0	4	0	4	0	4	1	4	0	4	3	4	0	4	0	4	0	3	0	2	9	1
Correctional Services																										
Police and Safety Aide	1	7	0	3	0	3	0	3	0	3	0	3	0	3	0	4	1	3	0	3	0	2	0	1	1	3
Correctional Services Assistant	0	7	0	3	0	3	0	3	0	3	0	3	0	3	0	4	0	3	0	3	0	2	0	1	1	3
Correctional Rehabilitation Worker	0	7	0	3	0	3	0	3	0	3	0	3	0	3	0	4	0	3	0	3	0	2	0	1	1	3
Parole Officer Assistant	0	7	0	3	0	3	0	3	0	3	0	3	0	3	0	4	0	3	0	3	0	2	0	1	1	3
Juvenile Rehabilitation Aide	0	7	0	3	0	3	0	3	0	3	0	3	0	3	0	4	0	3	0	3	0	2	0	1	1	3
Miscellaneous																										
Coordinator of Volunteers	1	7	0	3	0	3	0	3	0	3	1	3	0	3	0	4	0	3	0	3	0	2	0	1	1	3
Urban/Community Affairs Aide	0	7	0	3	0	3	0	3	0	3	0	3	0	3	0	4	0	3	0	3	0	2	0	1	1	3
Other																										

APPENDIX H

Minutes of the Ad Hoc Advisory Committee Meetings

THE PENNSYLVANIA STATE UNIVERSITY
University Park, Pennsylvania 16802

The Advisory Committee for the Development of a Teacher Training Program in Human Services in Pennsylvania

MINUTES OF THE MEETING
SEPTEMBER 24, 1987

The meeting was called to order at 5:30 P.M.., in the Colonial Room of the Nittany Lion Inn, by Dr. Susan F. Weis. Following dinner, those present were introduced and included: Barry L. Dallara, A.V.T.S. Director of Vocational Education; Thomas Dolan, Executive Director of Centre County Private Industry Council; Cynthia Edvar, Centre County Office of Aging; Art Heim and Dan Leri, Advanced Technology Center of Central and Northern Pennsylvania; Robert T. Ott, Office of the Commissioner for Human Services; Dorothy Shemick, Teacher of Human Services Program, Centre County Area Vocational Technical School; Susan F. Smith, Aide to State Representative Ruth Rudy; Ada Knight, Project Assistant; Mary Laeger-Hagemeister, Project Assistant; Susan Olson, Project Associate; and Susan Weis, Project Director.

The project overview and objectives (handouts) were presented by Dr. Weis, who then briefly described Penn State's prototypes for the redesign of teacher education. Dr. Weis reported that the prototypes were not released for public dissemination, yet, but that the redesign effort appeared to be heading toward requiring prospective teachers to take dual undergraduate majors resulting in two baccalaureate degrees and a teaching certificate. (Executive Summary of Redesign Proposal is attached).

Susan Olson, Project Associate, summarized the purposes of the Advisory Committee (handout). Mary Laeger-Hagemeister, Project Assistant, presented a listing of the organizations with which the project was attempting to network (handout), Sue Smith suggested that the project staff needed to obtain for its network efforts the Council for Human Services Director, which is available at the Voluntary Action Center. Ada Knight, Project Assistant, described the work she has done to acquire library resources for the project, using computerized search procedures, and to search for relevant research literature. She reported that she would arrange to visit the National Center for Research in Vocational Education at Ohio State, in the next month, to expand her search efforts. Cynthia Edvar noted that there is an extensive library in the Office of Aging which we may wish to use for this project. Susan Olson briefly described ADVOCNET, which is an electronic bulletin board, now being installed in the Professional Personnel Development Center for Vocational Teacher Education at Penn State. ADVOCNET connects project personnel with vocational education agencies and persons all across the country. It is intended that ADVOCNET will be used to facilitate communications among various educational and human services agencies in this project in the near future.

Susan Smith stated that the League of Women Voters is doing a census of human services across the country and that Project Staff my wish to investigate with the League to determine its availability. Smith feels it would be useful for the project. Thomas Dolan added that Donna Poorman's survey on Mental Health-Mental Retardation may be available and worthy of investigating.

The discussion then turned to human service occupations and it was noted that one disadvantage of the project was that human service occupations command low wages. It was suggested by Dan Leri that we may want to connect the project with the industry to impact salaries for human service workers. Robert Ott added that the advantages of the project from employers' view were that they would get human service workers who related well to the community, who had knowledge of the geographic area, and that a salary of $10,000 to $12,000 has appeal to high school students. He recommended that the project impact civil services.

Dorothy Shemick commented that child care is her most popular area, followed by aging and handicapped. She announced that she is getting a kitchen equipped for the handicapped in the near future. When asked what kind of jobs result from her program in the area of the aging, she replied, "companion to aging person."

Barry Dallara commented that there is a high turnover in human services jobs and among job holders in this field. He asked what jobs will they hold and who will hire graduates of this program? Susan Olson replied that the jobs span the human life cycle from infant and child care to care for the elderly and care for the handicapped, or mentally retarded.

Ott stated that a high quality curriculum design will result in graduates who will be placed in higher positions than untrained workers "off the street."

Again, it was emphasized that the project must connect well with businesses and industries, Civil Service, to ensure that appropriate jobs are available to grads. Good cooperative work experience programs would assist in this goal. A licensing feature would be helpful, too. Barry Dallara told of experiences with his Health Assistants Certificate Program.

The discussion then turned to alternatives to nursing homes, and that entrepreneurial graduates of the program could establish day care services for the elderly, personal care boarding homes, or forms of respite care for the elderly including homemaker services, companion services, van drivers for senior vans, etc. It was mentioned that it might be possible to encourage legislation for tax credit for households caring for elderly persons, handicapped persons, etc.

Robert Ott mentioned that Altoona has a program for pregnant teens and new mothers that combines infants and mothers and places local grandmothers in the school to teach new mothers how to stimulate and care for and enjoy infants and young children. He said it was a very popular program. It was noted that the Mifflin County day care center was located near the center for the elderly to encourage intergenerational interactions.

Dorothy Shemick noted that she has placed a number of her students as Recreational Programmers for nursing homes, and that she does not place them in situations involving intimate care of elderly patients.

Cynthia Edvar noted that she would like to see a change in the state law to use school busses to transport rural adults to schools for programs.

The discussion then centered on barriers to human services occupations. Robert Ott suggested that the group share its knowledge of barriers in the advisory meetings. The high cost of liability insurance for care facilities was mentioned.

The group noted that a pilot project providing day care facilities for legislators in Harrisburg was underway.

Dan Leri urged that the project result in a curriculum which is market-driven. He recommended that Project Staff spend its time developing and researching the market using a needs assessment and then a barrier-free needs assessment. Project Staff were suggested to start with a pilot project using internships, quality curriculum with sound substance, and on-site placements where possible.

The meeting ended with noting that two more Advisory Meetings are being planned for March and May of 1988.

Two persons were absent from this meeting. Tom Zimmerman, Head of Human Services at Williamsport Area Community College, and Beth Swadener representing child care services at Penn State.

Reported by Susan Weis and Sulane Breon.

EXECUTIVE SUMMARY

In May 1986 the Strategic Study Group on Teacher Education submitted to the provost of the University a report containing a set of recommendations for the redesign of Penn State's teacher education programs. A steering committee met during the winter and spring of 1987 and used this report's recommendations to lay the groundwork for the redesign initiative. In June of 1987 a program design task force developed a plan for the implementation of a redesigned teacher education program for Penn State.

The redesigned program builds upon the strengths of the University's existing teacher education programs, enhancing these programs by eliminating redundancies, streamlining curricula, and improving their overall structure. The program is designed to prepare teachers who have a sound general education background, strong preparation in the content of their teaching specialty, a thorough exposure to pedagogical theory and techniques, and strategically placed clinical experiences.

The new teacher education program at Penn State is an integrated program consisting of five major components:

General Education -- the University's baccalaureate degree requirements as developed and approved by the University Faculty Senate.

General Professional Knowledge Base -- a set of requirements covering material which all prospective teachers must satisfy. These include a new or restructured course on philosophic and multicultural issues in education; courses in developmental psychology; a restructured course in learning theory; and a new course in educational technology. These requirements will provide increased depth in the professional knowledge base drawing upon the most recent research in teacher education, human development, and educational technology.

Content of the Teaching Specialty -- the requirements specified in this component of the teacher education program are designed to prepare students for their chosen areas of specialization and will vary according to the option chosen. They reflect increased breadth and depth in the content area preparation of prospective teachers.

Specialized Professional Knowledge Base -- a set of requirements in pedagogy and teaching techniques related to the future teachers' areas of specialization. These requirements reflect the intent of having an integrated professional curriculum that will be applied in clinical experiences. This implies that course consolidation and staffing techniques will be used to reduce course overlap.

Clinical Experiences -- a set of requirements involving early and mid-program clinical experiences prior to student teaching. These requirements represent an expansion of current practices and are designed

to teach best professional practice. The focus of these clinical experiences will be on the application of professional and content knowledge to classroom practice.

All of Penn State's teacher certification options will require a prescribed number of credits in each of these five components, with the exact number of credits and the specific course requirements varying according to the specific certification option. The program requires 152-168 credits (depending on the certification option), and may require up to ten semesters to complete. However, by increasing their course loads and by attending summer sessions students will be able to satisfy the requirements in a shorter period of time. One of the strengths of the redesigned program is that it has the potential for allowing students to obtain dual majors or simultaneous degrees in many of the certification areas i.e., academic majors or baccalaureate degrees in both the academic areas of specialization and in education. This is due to the increased number of credits required to meet Penn State's new teacher certification requirements.

Penn State currently has 32 single teacher certification options. Three prototypes for the redesign of certification options were developed. They are: (a) Elementary Education (K-6), (b) English/ Communication (7-12), and (c) Art Education (K-12). The prototypes are examples of how the redesigned teacher education program, with its increased depth in content and professional specialization, could be implemented for specific certification options. The prototypes will be applied to the other options by the appropriate units after careful planning and consultations. The program prototypes address all of the major areas and preconditions specified in the report of the Strategic Study Group on Teacher Education. Conceptual and organizational assumptions based upon recommendations of national commissions and research literature on teacher education serve as the foundation for the prototypes.

The redesigned elementary education (K-6) prototype will provide students with a rigorous background in the basic skills and academic subjects typically taught in the public schools. As part of the requirements in the content of the teaching specialty, prospective teachers will be required to complete 53 credits in the academic subject areas of humanities, arts, natural sciences, social and behavioral sciences, mathematics, and communication, in addition to the 46 credits required in General Education. These requirements will result in a considerable increase of depth in the content requirements for elementary school teachers.

The redesigned secondary education (7-12) option in English/ Communication will provide for dual certificates in English and Communication, giving graduates both strength and flexibility in their preparation. The option is designed to provide prospective teachers with in-depth preparation in literature, grammar/language, speech, journalism, theatre and writing. The option focuses on teachers as communicators by expanding the communication courses, adding emphasis on non-verbal communication, and increasing the number of courses in writing methods.

The redesigned kindergarten to twelfth grade (K-12) option in Art Education provides a full range of art content with the additional opportunity for each student to develop depth in a chosen art content area. The program requires course work in art studio, art history, art criticism, and aesthetics.

The curricular requirements and unique features of the prototypical programs are further detailed in appendices to the report.

The new teacher education program is committed to recruitment, admission, retention, exit and advising principles and practices which will facilitate the broad access of qualified candidates, including an increased number of minority students, to Penn State's teacher preparation programs. The University's commitment to quality teacher education will be reflected in aggressive recruitment efforts aimed at targeted clienteles both inside and outside of Penn State.

Teacher certification candidates may seek admission to any program at any University campus. Subsequent acceptance into a teacher education option will be determined on the basis of an interview with a representative from the appropriate teacher certification option, submission of biographical information, a minimum cumulative grade point average of 2.00, and the results of a hearing and speech test.

To be accepted into a certification option, students will also have to exhibit proficiencies in basic skills, successfully complete an early clinical experience course, and successfully complete the course work specified by the certification option, earning a minimum grade of C in each course and a minimum cumulative grade point average of 2.50.

Criteria for retention in the teacher education program include demonstrated competence in academic and professional work, and eligibility to student teach, determined on the basis of faculty recommendation, the successful completion of required examinations (speech and hearing, and education of the handicapped), and minimum grade requirements (a minimum C grade in each course required for the certification option, and a minimum 2.50 cumulative grade point average in all courses required for the certification option).

Only after the successful completion of the retention criteria, the successful completion of the student teaching practicum, the successful completion of the baccalaureate degree requirements, and recommendations from faculty and the Dean of the College of Education, will teacher certification candidates receive the University's recommendation for certification.

Academic advising is pivotal and will play a key role in the redesigned teacher education program. The involvement of faculty in the teaching content areas, in education, and in other related areas is essential to helping prospective teachers meet the program's course, retention, and exit requirements.

will support the redesign effort by making the necessary resources available. Additionally, commitment to program revision by leaders and faculty in the academic colleges, the College of Education, and collaborating schools is required to realize the potential embodied in the program redesign.

The University's various campuses will perform a major role in supporting the expanded clinical experiences. They will also help coordinate recruitment and admission efforts. In addition, the Commonwealth Campuses will have to ensure that a sufficient variety of courses in general education and in the general professional knowledge base are available where early clinical experiences are provided. Ten campuses have been identified as potential Regional Education Centers, based on the availability of faculty, the breadth of course offerings, the quality and diversity of area school systems and their interest in supporting clinical experiences, and the campuses' demonstrated interest in offering courses for inservice teachers. The establishment of Regional Education Centers will address both state and national priorities for collaboration between universities and school districts in an effort to improve the preparation of prospective teachers and the continued development of inservice teachers.

In order to give Penn State's teacher education programs visibility and status both within and outside the University, a new administrative unit will be established. This unit will be responsible for administering and coordinating all the certification programs, and for maintaining uniform standards. The intent of having one administrative unit is to promote an integrated rather than a segmented teacher education curriculum and to implement one set of recruitment, admissions, and selective retention criteria. It will also help ensure that faculty involved in teacher education are properly recognized and rewarded for their efforts. Several configurations for the form and placement of such a unit will be considered, including a School of Teacher Education, a Division of Teacher Education, a University Director of Teacher Education, or some combination of these units.

The recommendation to establish an Institute for Research on Teacher Education in conjunction with the redesign of Penn State's teacher education program also has far-reaching implications. Such an institute would provide the means for faculty in these programs to conduct research in teacher education, and would help provide data, evaluative criteria, and validated instructional practices for Penn State's teacher education programs. This research would also attract both national and international attention to the University's teacher preparation programs.

Before the new teacher education program can be implemented, extensive consultations with groups and individuals both inside and outside the University will be conducted. The consultations will provide feedback on possible omissions and suggestions for strengthening the program. The consultations will also alert the educational community of the impending changes in Penn State's teacher education program.

The implementation of the redesigned teacher education program will require additional resources: new courses will be developed, other courses will be restructured, course offerings at various Penn State locations may have to be expanded, additional faculty may be hired, cooperating teachers in selected school systems will have to be trained and compensated, etc. It is assumed that the University administration

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THE PENNSYLVANIA STATE UNIVERSITY

INTER-OFFICE CORRESPONDENCE

Date: March 30, 1988

From: Susan F. Weis, Chair, Human Services Advisory Committee

To: Human Services Advisory Committee members

Enclosed please find a copy of the minutes of our recent Advisory Committee Meeting at University Park.

We were very pleased with the attendance and are greatful for your assistance with the Human Services Project.

SFW/sb

THE PENNSYLVANIA STATE UNIVERSITY
University Park, Pennsylvania 16802

The Advisory Committee for the Development of a Teacher Training Program in Human Services in Pennsylvania

MINUTES OF THE MEETING
FEBRUARY 16, 1988

The meeting was called to order at 5:30 P.M. in the Colonial Room of the Nittany Lion Inn, by Dr. Susan F. Weis. Following dinner, those present were introduced and included: Cindy Clites, Health Assistance Instructor, Bedford County Area Vocational Technical School; Frank Zook, Centre County Private Industry Council; Dan Leri, Advanced Technology Center of Centre and Northern Pennsylvania; Robert T. Ott, Office of the Commissioner for Human Services; Susan F. Smith, Aide to State Representative Ruth Rudy; Ada Knight, Project Assistant; Susan Olson, Project Associate; Susan F. Weis, Project Director; Dr. James Tawney, Professor-in-Charge, Special Education; Dr. James Kelz, Professor-in-Charge, Rehabilitation Education; Dr. Sheldon Gelman, Professor-in-Charge, Social Work; Dr. Fred Monaco, Director of Vocational Education, Pittsburgh City Schools; and Tom Zimmerman, Human Services Program, Williamsport Area Community College.

Susan Olson provided an overview of the rationale of the human services occupations teacher education program, and state statistics to support its development. Current areas of certification for the proposed occupational human services cluster include child care and guidance of children (child care services), institutional and home management and supporting services, and home health management assistant (See Attachment A for state program descriptions). All program areas can be taught by current vocational home economics teachers.

A model of the articulated Human Services Teacher Education program was reviewed, as well as the career ladder for human services occupations (See Attachments B and C).

Currently, 74 programs are offered in human services and related programs in Pennsylvania (See Attachment D), with an estimated enrollment of 2,393

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total students in these programs (See Attachment E). In examining the supply and demand for trained workers in the human services area, one finds Pennsylvania 4, 361 workers short of the demand (See Attachment F)

In Pennsylvania, the 65 years plus population is growing at a much faster rate than the under-age-5 population (See Attachment G) Nationally, the primary informal caregivers of the elderly are,

- ☐ 45 years of age and older (78%)
- ☐ Live with the care recipient (74%)
- ☐ Women (72%)
- ☐ Married (70%)
- ☐ Wives or daughters of the care recipient (51%)
- ☐ In fair or poor health (33%)
- ☐ Poor or near poor (32%)
- ☐ In the work force (31%)

A discussion of Olson's presentation followed. Dr Gelman stated that there are insufficient funds coming from the Commonwealth to hire Human Services Workers. It was further stated that government refuses to expand the description of child abuse. A recent incident in Philadelphia was cited. Thus, the amount of money available for treatment for child abuse is curtailed.

Dr. Fred Monaco shared with the Advisory Committee a recent article on child care from the Vocational Training News (See Attachment H) and commended PSU for trying to do something different to meet these growing needs.

Dr. Weis shared the objectives of the project to date and issues encountered in pursuing this project (See Attachments I and J). She described the emerging plan for the redesign of teacher education at Penn State She stated that the growing need for human services workers is the major impetus for this project and that the development of a teacher education program in this area should not be viewed as a competitor to existing programs at Penn State which prepare students for other careers in this field. Students coming to PSU may select Human Services careers other than teaching, although the teaching program may be helpful in attracting them to Penn State.

Sue Smith reported that the state and national assessment of human services needs, from the League of Women Voters, should be available in March.

Dr. Gelman stated that many good students will not move to State College for education at PSU because they cannot afford it without funding for their educational aspirations (not only tuition but housing and living expenses in this community). Sue Olson noted that PSU has outreach programs for community colleges in our service (delivery) area. Dr. Kelz mentioned that teachers of human services will require internships and that the State College area is overloaded with interns, at present. Dr. Weis stated that she has been called by Harmerville's Rehabilitation Unit which has employed home economists in its operations, and that internships do not have to be localized. Dr. Ott suggested that PSU may want to offer a similar service to the division of undergraduate studies for students interested in human services--guts without commitment--until students are able to make an informed choice.

The discussion focused upon human services employment and the fact that no apparent value is granted to an applicant's education, only to saving money in terms of selecting job recipients from applicants. It was mentioned that the human services teacher education program represents a cluster program which is broad based and that the human services cluster area teaches long-term skills and responsibilities. Cindy Clites stated that programs which offer general training and specialization so that students will always have something to fall back upon are useful. Her program trains students to be aware of options and training needed to get there. It was noted that the human services cluster would offer the option of entrepreneurship in human services, as well. Frank Zook mentioned that the State College Task Force predicting the future work force claims that it will be composed of 2/3 females and 1/2 of these will be single parents.

The meeting adjourned at 8:40 P.M. There will be one more Advisory Committee Meeting for this project this spring.

20.021 CARE AND GUIDANCE OF CHILDREN (CHILD CARE SERVICES)

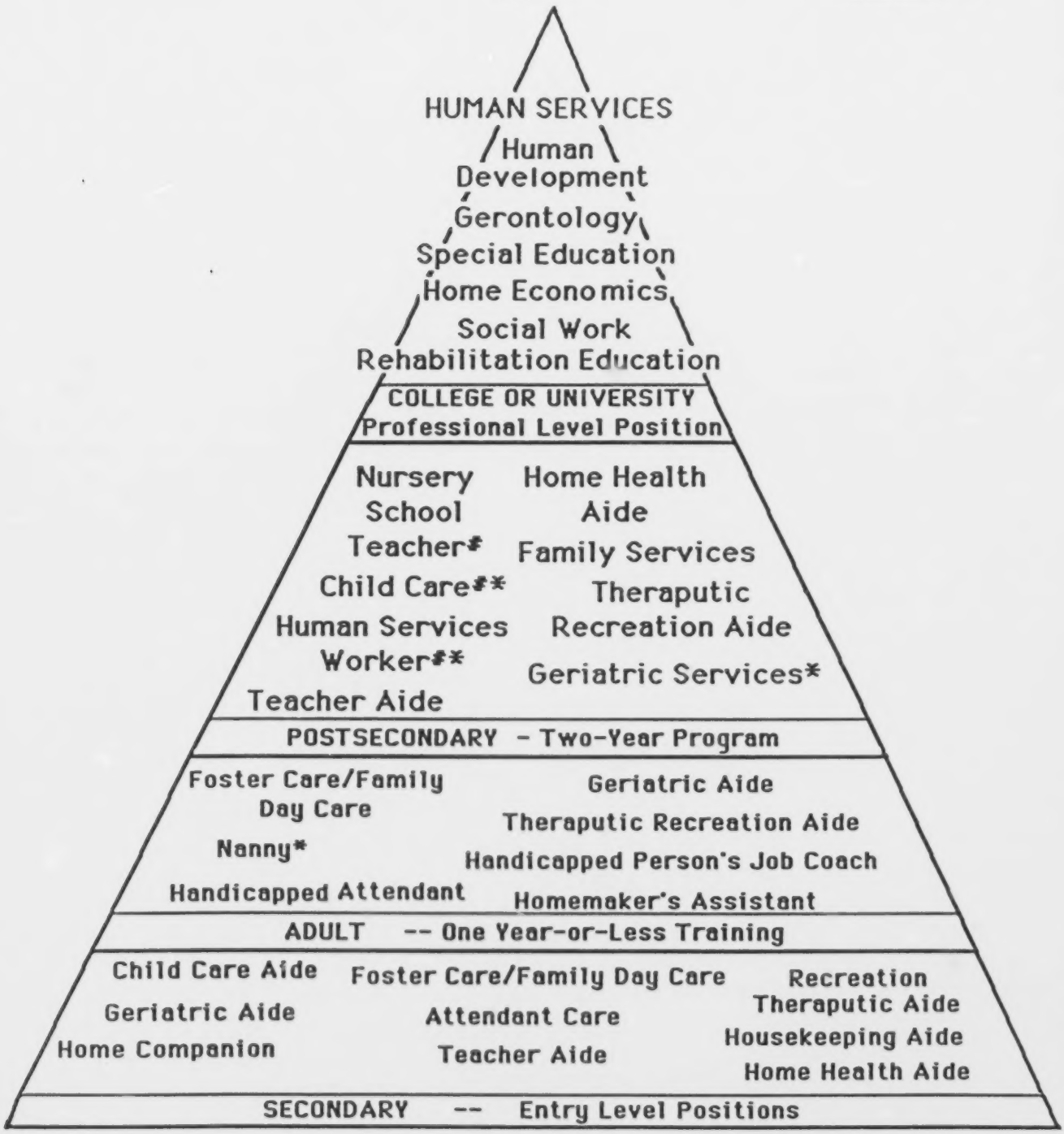
An instructional program that prepares individuals for a variety of occupations in child care and guidance often under the supervision of professional personnel in child or day care centers. Includes instruction in child's growth and development; nutrition, program planning and management, safety and behavior guidance; play activities, child abuse and neglect; parent-child personal relationships, learning experiences for children, laws, regulations and policies relating to child care services.

20.061 INSTITUTIONAL AND HOME MANAGEMENT AND SUPPORTING SERVICES

An instructional program that prepares individuals for occupations in provision of services to the aged in their homes and in institutions; assistance in the management of household tasks; and assistance to consumers in relation to housing, food, clothing, community resources, and other homemaking concerns.

17.0404 HOME HEALTH MANAGEMENT ASSISTANT

Home Health Management Assistants are unlicensed, non-professional workers who are prepared to give personal care to convalescent, disabled or handicapped persons of all ages and to provide home management assistance to individuals and families. Personal care duties which may be performed are essentially those which would be performed by a nursing assistant in an institution and/or those which could be performed by a knowledgeable family member.



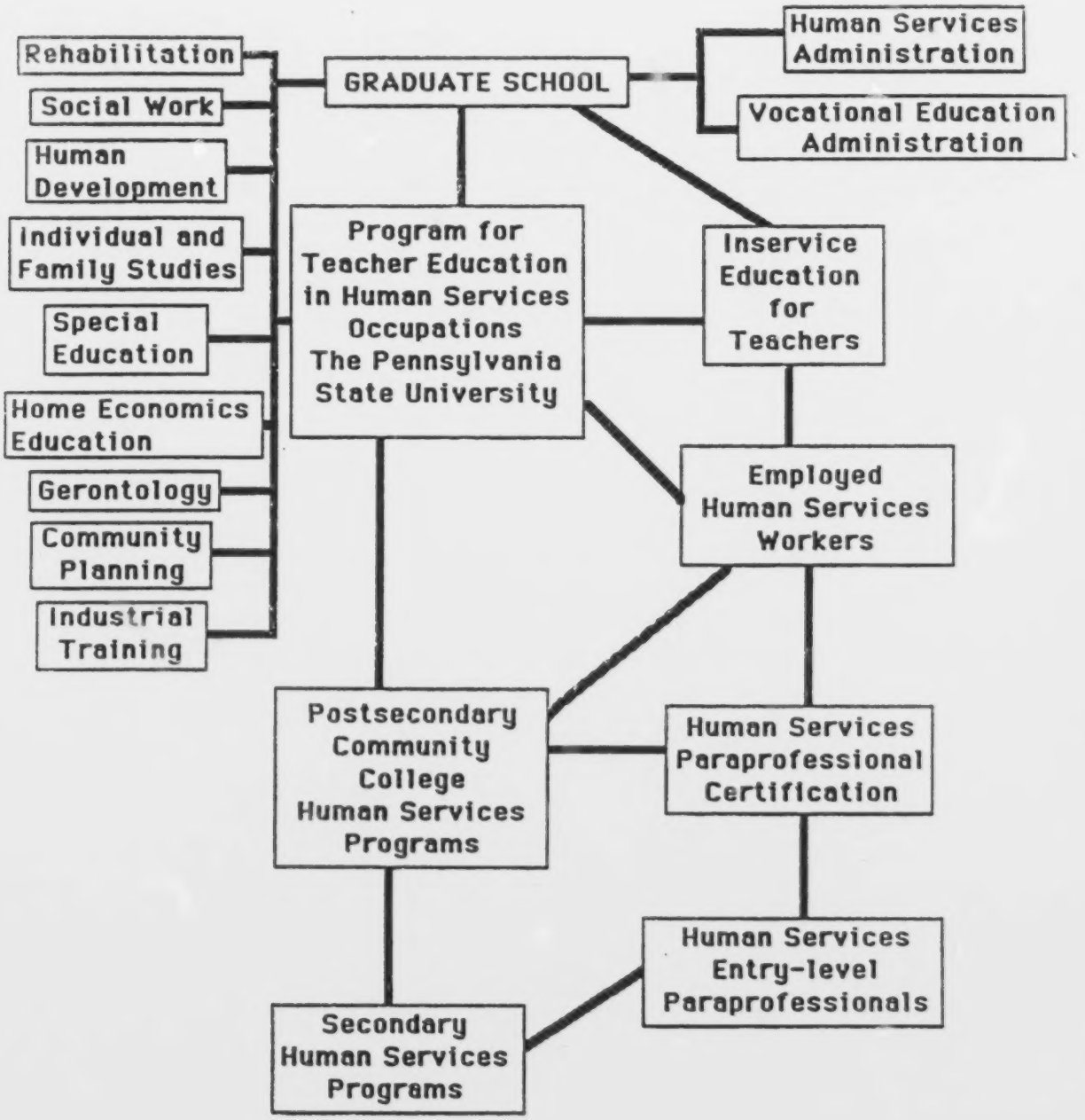
* Certificate Program

*Associate Degree

Human Services Career Ladder

Appendix C

Model for the Preparation of Teachers of Human Services Occupations in Vocational Education



1/6/88

FIGURE 1

NUMBER OF INSTITUTIONS OFFERING HUMAN SERVICES PROGRAMS IN PENNSYLVANIA

	SECONDARY	ADULT	POSTSECONDARY	TOTAL
HUMAN SERVICES	1	-	18	19
CHILD CARE SER.	20	-	12	32
TEACHER AIDE	-	1	3	4
HOME MGT. SER.	6	-	-	6
HOME HEALTH AIDE	3	-	1	4
	30	1	34	74

SOURCE: PA Occupational Infor. System Labor Demand/Supply Relation. Component. March, 1987.

FIGURE 2

ENROLLMENTS IN HUMAN SERVICES PROGRAMS
IN PENNSYLVANIA

	SECONDARY	ADULT	POSTSEC.	JPTA	TOTAL
HUMAN SERVICES	34	-	904	11	949
CHILD CARE SER.	308	-	311	52	671
HOME HEALTH AIDE	145	115	4	221	485
TEACHER AIDE	-	52	77	8	137
HOME MGT. SER.	24	-	31	42	97
	511	167	1327	398	2,393

Source: PA Occupational Infor. System Labor Demand/Supply Relation. Comonent. March, 1987.

FIGURE 3

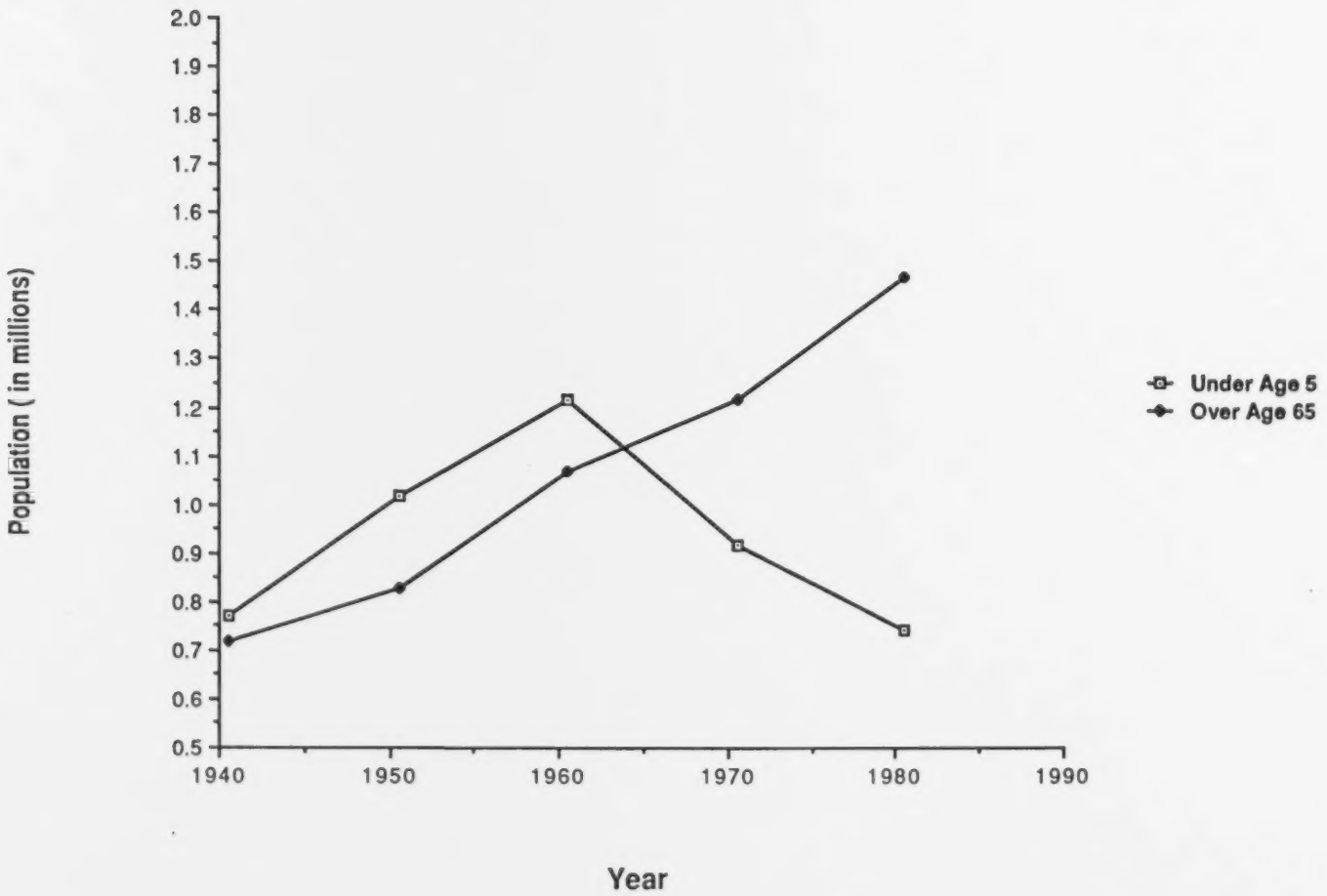
OVERVIEW OF SUPPLY AND DEMAND FOR HUMAN SERVICES RELATED OCCUPATIONS

	SUPPLY	DEMAND	DIFF.
CHILD CARE SER.	671	3,724	-3,053
TEACHER AIDE	137	1,009	-872
HUMAN SERVICES	42	1,547	-544
HOME MGT. SER.	97	424	+108
HOME HEALTH AIDE	485	no data	
	2,393	6,704	-4,361

Source: PA Occupational Infor. System Labor Supply/Demand Relation. Component. March 1987.

FIGURE 4

Youth and Aged in Pennsylvania (1940-1990)



Schools Would Offer An Array Of Child-Care Services, Under Proposal

The public school of the 21st century should offer not only education but also serve as the focus of an array of child-care services, says an early childhood education advocate who detailed such a plan at a recent conference.

Speaking at the Elementary School Center's third annual conference in New York City, Edward Zigler, director of Yale University's Bush Center in Child Development and Social Policy, told about 250 of his colleagues that only an institution as reliable as the public schools--with the help of early childhood specialists and the community--can serve what will become a crushing need for high-quality child care by the year 2000.

"In the United States today, there is a two-tiered child-care system," Zigler said. "The more economically advantaged can afford to purchase high-quality child care," while the disadvantaged--those most in need--cannot afford quality care. As a result, "Today in America, hundreds of thousands of children are experiencing child-care environments that hinder their development."

Should Business Pay? Reagan administration proposals to place the child-care burden on the private sector will worsen the problem by the 21st century, Zigler said, when an estimated four in five two-parent families will have both parents working. "We do not ask businesses to pay for education or for health care," said Zigler, who helped launch the Head Start program. "Why ask them to pay for child care?"

"It's too late to use a Band-Aid approach," Zigler told the educators. "We must institutionalize quality child care," and the most logical place to look is the schools. Only there, under the support of state and federal dollars, can the nation's disadvantaged be assured of high-quality child care, he said.

"The central principle of my plan," said Zigler, "is to offer child care of good quality ... through the first 12 years of life." Zigler's proposal would have schools offer child-care programs before, during and after regular school hours and during school vacation; coordinate existing child-care programs in the community; and serve as a parental resource center on child development.

The plan calls for as-yet uncommon cooperation among elementary and early childhood educators: schools would hire separate staffs of early education specialists who would provide child-care services that fit the community's needs.

Taxes, Fees Who would pay for such services? Once most of the nation's women are in the work force, Zigler would institute a national child-care tax. In the interim, he suggested a fee system, whereby each participating family would pay a child-care fee, based on their ability to pay it.

Zigler has gained support from Sens. Christopher Dodd, D-Conn., and Ernest Hollings, D-S.C., who introduced S. 1995, which would authorize $120 million a year for the next three years to set up 60 demonstration projects to institute Zigler's plan. Zigler expects the introduction of a companion bill in the House. An aide to the Senate Children, Family, Drugs and Alcohol Subcommittee, which Dodd chairs, said the panel plans hearings on the child-care issue this month and is expected to emerge with a bill in March.

Zigler's proposal did not emerge overnight. "I've been working on this for 30 years," he said in an interview, adding that it is likely to take another 30 before the public school becomes the hub of child care. "This is a long-term solution," he said; "it's not a short-term panacea to anything." ###

DEVELOPMENT OF A TEACHER TRAINING PROGRAM IN HUMAN SERVICES IN PENNSYLVANIA

The purpose of this project is to develop a vocational teacher education program for Human Services occupations in Pennsylvania. Human Services programs prepare students to work in direct services as associate professionals in fields such as mental health and retardation, day care, aging services, community living transition services and family/home management services.

OBJECTIVES:

1. To coordinate efforts with postsecondary and secondary institutions offering human services or related programs and establish a functional network with these institutions.
2. To establish and develop a human services vocational teacher education program at Penn State using existing teacher education models in vocational education and drawing upon courses in Human Development, Vocational Education, Home Economics Education, Rehabilitation Education, and Special Education.
3. To utilize an ad hoc advisory committee made up of representatives from the human services, business, industry, and educational institutions.
4. To disseminate findings and promote the program to administrators in secondary and postsecondary institutions in Pennsylvania and nationally.
5. To establish a resource library in human services.
6. To investigate liaisons with the business and educational communities which currently involve human services.

ISSUES ENCOUNTERED IN THE PROJECT

Working cooperatively with related programs on campus in a noncompetitive mode.

Working with the home economics profession.

Working out certification details with State Department of Education, and U.S.O.E.

Resolution of the plan for teacher education at Penn State, which has been under revision.

Structuring the human services teacher education program.

Planning for sites for internships without overusing local sites.

Impacting wages and hiring practices in human services occupations.

THE PENNSYLVANIA STATE UNIVERSITY
University Park, Pennsylvania 16802

The Advisory Committee for the Development of a Teacher Training Program in Human Services in Pennsylvania

MINUTES OF THE MEETING
MAY 16, 1988

The meeting was called to order at 1:00 P.M. in the Colonial Room of the Nittany Lion Inn by Dr. Susan F. Weis. Those present were introduced and included: Tom Dolan, Centre County Private Industry Council; Dorothy Shemick, Human Services Teacher, Centre County Area Vocational Technical School; Dr. Gary Sauers, Instructor, Rehabilitation Education, Pennsylvania State University; Dr. Greg Carroll, Associate Dean for Undergraduate Studies, College of Health and Human Development; Dan Leri, Advanced Technology Center of Centre and Northern Pennsylvania; Susan F. Smith, Aide to State Representative Ruth Rudy; Ada Knight, Project Assistant; Dr. James Tawney, Professor-in-Charge, Special Education; Dr. Sheldon Gelman, Professor-in-Charge, Social Work; Dr. Tom Zimmerman, Human Services Program, Williamsport Area Community College, Lynn Horning, Centre County Office of Aging; Art Heim, Advanced Technology Center of Centre and Northern Pennsylvania; Dr. Richard Fiene, Director, Pennsylvania Office of Children, Youth and Families; Susan Olson, Project Associate; and Dr. Susan F. Weis, Project Director.

Dr. Weis began the meeting with a request for corrections to the minutes of the February 16th meeting. There were no corrections. She then gave a report of project progress since the last Ad Hoc Advisory Committee Meeting.

Weis and Olson had presented an overview of the project at the U.S.D.E. sponsored national meeting of Vocational Home Economics Education personnel in San Francisco, CA, on February 22, 1988. On March 29, Dr. Weis met with Dean Henry Hermanowicz, College of Education to describe and discuss the project. Dean Hermanowicz had been on Sabbatical leave from October 15, 1987, to March 15,

1988, and had not been appraised of the project prior to his leave. On April 1, 1988, Dr. Weis met with Dean Anne Petersen of the College of Health and Human Development to discuss the proposed teacher education program in Human Services Occupations. Dean Petersen advised Dr. Weis to discuss the proposal with several program heads in the college to determine how we can collaborate in the teacher education program. Dr. Weis then met with Dr. Steven Zarit, Gerontology Program; Dr. Frank Guadagnolo, Recreation and Parks Program; Dr. Lois Kelley of the Nursing Program; and Dr. Richard St. Pierre of the Health Education Program. Dr. Weis has been unable to schedule an appointment with Dr. John Nesselroade of the Individual and Family Studies Program, but will do so later in the summer with him or the person named to head that program. In early April, Dr. Weis developed a proposal for Year Two of the project. On May 4, 1988, Weis and Olson presented an overview of the project to the Vocational Administrators of Pennsylvania (V.A.P.) meeting in Harrisburg. At this meeting, they requested that V.A.P. members complete a needs assessment instrument (See Appendix A). The administrators agreed to do so, and returns have been coming in daily. On May 12, 1988, Weis met with the Assistant to the Dean, College of Education, Dr. Horst von Dorpowski, and Associate Dean Robert Nicely to discuss issues related to Pennsylvania Department of Education requirements for teacher certification, and Penn State requirements for installing a new program. On May 24-26, 1988, three external evaluators will arrive to conduct a third-party evaluation of the first year of the project. The evaluators are Mary Lu Hockenberger, Supervisor of Home Management, Harmarville Rehabilitation Center; Dr. Sally Sutter, Independent Consultant; and Dr. Ruth E. Dohner, Assistant Professor, Home Economics Education, Ohio State University.

Dr. Weis then introduced a form for the Ad Hoc Advisory Committee to use in evaluating the project from members' perspectives (See Appendix B).

Art Heim began a lively discussion of his concern about the low salaries paid to human services workers. Dr. Zimmerman added that there is a 127% turnover in Retardation Attendants. The point was made that human services occupations have been previously

volunteered work by females who now need to enter the economy in the labor market. The point was also made that salaries in human services are limited by the needs of clients and their ability to pay for services. Heim reinforced the point that some strategy must be found to upgrade salaries and remove the salary ceiling from this industry. Sauers stated that other states bordering Pennsylvania are paying substantially higher wages to workers and that he has found that paid internships are one way to feed workers into the system at higher wages.

Art Heim then mentioned that certification or the endorsement of professional societies helps to ensure quality in personnel staffing human services agencies and institutions. He questioned why the requirements of the law and legislation were lax in ensuring quality. He believes that advocacy is the key. He stated that human services are related to economic development and that other states are more progressive in their provision of human services than Pennsylvania. He urged us to go and influence legislators and use economic development as a wedge.

Dr. Fiene stated that Governor Casey's new appointment, Adviser to the Governor on Child Care Policy, Elizabeth M. Beh, was looking at child care in the state from the perspective of economic development. It was pointed out that Harrisburg has a model child day care program for government workers. The point was made that economic development is dependent upon wholistic, quality of life and related services issues. The Committee appeared to be in agreement that Elizabeth Beh be invited to this Committee soon to hear its concerns and questions regarding these issues. Tom Dolan reported that over 100 billions of dollars are spent yearly for accidental and workers compensation and that over 50% of it involves the family. He also said that he has been present in the past six months when middle managers have met and discussed the same issues we are dealing with here.

Shemick suggested that the state should think of supporting child care programs in the high schools.

Sauers asked what was being done to recruit males to the program? He continued that both male and female role models are needed in

parenting skills.

Dean Carroll asked how the proposed program fit into the long range plans of the College of Education. Dr. Weis described the results of the University Steering Committee on Teacher Education and the course of action being pursued for teacher education programs at Penn State.

Dr. Fiene volunteered a handout on related programs at Harrisburg Campus (See Appendix C).

The Committee then discussed Child Development Associate Certification. Dorothy Shemick stated that her students work toward CDA Certification competencies but cannot be certified until they achieve the age of 18.

The meeting was adjourned at 2:30 P.M.

PENNSTATE

(814) 863-2596

College of Education

Division of Counseling and Educational Psychology and Career Studies

119 Rackley Building
The Pennsylvania State University
University Park, PA 16802

April 28, 1988

Dear Director:

The Home Economics Education Department at The Pennsylvania State University is considering implementing a new teacher education program in Occupational Human Services. Teachers would be trained to teach Human Service Occupations across the Commonwealth and would be certified in the education of students graduating from secondary occupational human service cluster programs who would be trained for entry-level staff positions for a wide variety of human service providers. We need your help in shaping this program.

Definition: The National Commission for Human Service Workers (NCHSW) defines Human Service Worker as "a worker, not traditionally affiliated with any established profession, who performs a variety of therapeutic, supportive, and preventative functions for people with emotional, developmental, social, or physical problems within an organized human service delivery system." There are currently over 500,000 such Human Service Workers in youth and aging programs, mental retardation programs, drug and alcohol centers, schools, correctional facilities, mental hospitals and mental health clinics, half-way houses, nursing homes, hospitals, and community settings.

We feel that a program to train Human Service Workers can be a meaningful service to agencies and citizens in Pennsylvania. However, our decision to implement such a program and the design of the program itself need to reflect the insight of those of you who would offer the Human Services Occupations Program in your schools.

Please take a few minutes to respond to this survey. On the first two pages, you are asked to share your information regarding the make-up of your programs as they are related to human service occupations currently.

An Equal Opportunity University

In this section, please either provide the number (of programs or teachers) or place an "X" on the line which represents your response for the occupation and the corresponding characteristic. On the last page, please circle the number which represents your assessment of each item.

We are committed to supporting your staff and helping you serve the community.

Sincerely,

Susan F. Weis
Project Director
Professor-in-Charge
Home Economics Education

Susan Shirey Olson
Project Associate
Instructor
Home Economics Education

PROGRAM NEEDS OF DETERMINATION SURVEY
HUMAN SERVICES OCCUPATIONS
1988

Job Title/Classification	Currently offer training in this area		Currently offer this as part of a cluster		Currently offer this as part of a cluster in Human Services		Currently offer as part of a Child Care Services program		Currently offer as part of a Home Management Program		Currently also offer as an Adult Program		Home Economics Occupations		Health Occupations		T & I		Human Services Industry		Child Care Industry		Others		Would like to add as part of a Human Services Cluster	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Child Care																										
Child Care/Child Development Worker																										
Residential/Institutional Child Care Worker																										
Day Care Center Worker																										
Hospital Child Life Worker																										
Child Abuse Conseling Aide																										
Homemaker Services																										
Home Development Aide																										
Home Extension Aide																										
Correctional Services																										
Police and Safety Aide																										
Correctional Services Assistant																										
Correctional Rehabilitation Worker																										
Parole Officer Assistant																										
Juvenile Rehabilitation Aide																										
Miscellaneous																										
Coordinator of Volunteers																										
Urban/Community Affairs Aide																										
Other																										

PROGRAM NEEDS OF DETERMINATION SURVEY
HUMAN SERVICES OCCUPATIONS
1988

Job Title/Classification	Currently offer training in this area		Currently offer this as part of a cluster		Currently offer this as part of a cluster in Human Services		Currently offer as part of a Child Care Services program		Currently offer as part of a Home Management Program		Currently also offer as an Adult Program		Home Economics Occupations		Health Occupations		T & I		Human Services Industry		Child Care Industry		Others		Would like to add as part of a Human Services Cluster	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Mental Health/Special Education																										
Mental Health Assistant																										
Mental Retardation Aide																										
Community Mental Health Aide																										
Special Education Aide																										
Community Services																										
Public/Community Service Aide																										
Social Service Counseling Aide																										
Social Worker Assistant																										
Neighborhood Worker																										
Social Welfare Aide																										
Family Welfare Aide																										
Youth Work Aide																										
Public Assistance Aide																										
Gerontology																										
Gerontology Aide/Counselor																										
Nursing Home Counseling Welfare Aide																										
Senior Citizen Program Aide																										
Drug/Alcohol Rehabilitation																										
Drug/Alcohol Rehabilitation Worker																										
Drug/Alcohol Counselor																										

Instructions: Please circle the number which represents the level of certainty of action and/or position that your agency would take with regard to each item.

5 = Definitely
4 = Probably
3 = Uncertain
2 = Unlikely
1 = No

1 2 3 4 5	Your vocational program would be interested in hiring a trained Human Services Occupations Teacher.
1 2 3 4 5	Your vocational program would hire a training Human Services Occupations Teacher over summer for the industry.
1 2 3 4 5	There is a real need for an occupational training program in human services programs at the high school level.

Job Titles for Entry-Level Human Service Occupations

Mental Health/Special Education

Mental Health Assistant
Mental Retardation Aide
Community Mental Health Aide
Special Education Aide

Community Services

Public/Community Service Aide
Social Service Counseling Aide
Social Worker Assistant
Neighborhood Worker
Social Welfare Aide
Family Welfare Aide
Youth Work Aide
Public Assistance Aide

Gerontology

Gerontology Aid/Counselor
Nursing Home Counseling
Welfare Aide
Senior Citizen Program Aide
Senior Citizen Center Director

Drug/Alcohol Rehabilitation

Drug/Alcohol Rehabilitation Worker
Drug/Alcohol Counselor
Drug/Alcohol Prevention Specialist

Child Care

Child Care/child Development Worker
Residential/Institutional Child Care Worker
Day Care Center Worker
Hospital Child Life Worker
Child Abuse Counseling Aide

Homemaker Services

Home Development Aide
Home Extension Aide

Correctional Services

Police and Safety Aide
Correctional Services Assistant
Correctional Rehabilitation Worker
Parole Officer Assistant
Juvenile Rehabilitation Aide

Miscellaneous

Coordinator of Volunteers
Vocational Rehabilitation Supervisor
Resident Manager
Occupational Therapist Assistant
Resident/Institutional Houseparent
Program Coordinator
Group Supervisor
Director/Group Supervisor
Shelter Worker
Client Advocate
Court Liaison

CONTINUING EDUCATION
PENN STATE HARRISBURG
ROUTE 230
MIDDLETOWN, PA 17057

Certificate Program for Child Care Center Personnel

Saturdays

June 18: Introduction to Child Care

July 16: Creating a Safe, Comfortable Environment

September 24: Getting to Know the Children In Your Care

October 15: Daily Activities

November 19: Understanding the Children in Your Care

December 10: Personal Growth and Resources

PENNSTATE Harrisburg
The Capital College

A continuing education service of the
Division of Behavioral Science and Education

BACKGROUND

Early childhood programs have been increasing rapidly over the past decade. As the availability of early childhood programs has increased, there is a concern for the quality of these programs. Recent research has demonstrated the critical role that highly trained staff play in establishing and implementing a high quality program. Several training opportunities are available at the teacher level (see Penn State's Early Childhood Educational Certificate Program for Child Care Professionals), but there are few training opportunities for the entry-level aide in an early childhood setting.

ABOUT THE PROGRAM

This certificate program is designed for the early childhood aide or entry-level early childhood paraprofessional in an early childhood/child care center setting.

Workshop days will incorporate hands-on experiences that can be used in day-to-day child care work settings. Discussion, group activities, guest speakers, and possible site visits will be utilized throughout the program.

PROGRAM FORMAT

The certificate program is designed to provide a progressive educational experience that leads to a formal Penn State Certificate. Since each workshop is designed to be self-contained, participants may elect to attend workshops that meet their particular needs and schedules; however, class size is limited and preference will be given to participants who register for the entire program.

A participant record will be generated upon enrollment in any of the workshops. In order to receive the certificate, participants must attend and complete all workshop requirements.

SCHEDULE

To accommodate the already strenuous scheduling demands of child care center staff, this program will be conducted one Saturday a month from 8:45 a.m.-4:30 p.m., beginning June 18, 1988, and ending December 10, 1988. See the outline for the exact dates.

SPONSORSHIP

This program is a continuing education service of Penn State Harrisburg, The Capital College, Division of Behavioral Science and Education.

The Pennsylvania State University, in compliance with federal and state laws, is committed to the policy that all persons shall have equal access to programs, admission, and employment without regard to race, religion, sex, national origin, handicap, age, or status as a disabled or Vietnam-era veteran. Direct all affirmative action inquiries to the Affirmative Action Officer, Suzanne Brooks, 201 Willard Building, University Park, PA 16802 (814) 863-0471.

OUTLINE

Workshop 1: Introduction to Child Care: June 18, 1988

Morning Session: What is Child Care?
Overview and definitions of child care
Child day-care regulations in Pennsylvania
Procedures at your child care center
Your role as a child care professional
Your expectations
What is expected of you

Afternoon Session: Setting the Tone for a Receptive and Productive Environment for the Children, the Parents, and Yourself
Your arrival
Greeting the children and parents
Suggestions of ways to deal with the new child, the shy child, separation anxiety situations
Establishing communication with parents
Inviting and responding to parents' concerns
Good-byes

Workshop 2: Creating a Safe and Comfortable Environment for Playing, Learning, and Working: July 16, 1988

Morning Session: Safety First
First aid overview
The sick child
Handling accidents
The importance of sanitation during toileting and meals

Afternoon Session: Creating Positive Experiences
Humanizing spaces for children
Adapting room arrangements to accommodate activities
Nutritious and creative snacks
Coping strategies that help alleviate the caregiver's stress

Workshop 3: Getting to Know the Children in Your Care: September 24, 1988

Morning Session: Building Self-Esteem and Self-Confidence
Recognizing your strengths and limitations
Recognizing the strengths and limitations in each child
The importance of listening to and observing each child
Techniques for guiding and fostering individual growth and self-confidence

Afternoon Session: Child Development
Developmental landmarks
Realistic expectations and the broad range of "normal"
Cues to developmental problems: making appropriate referrals
Special needs children: "We are more alike than different"
Observing and reporting to parents

BEST COPY AVAILABLE

rkshop 4: Daily Activities: October 15, 1988

Morning Session: Positive Play Experiences
Play is a child's work and basis for learning
Age appropriate toys and activities
Play that encourages equality and fosters self-esteem
Your role and responsibility during unstructured play times

Afternoon Session: Additional Positive Learning Experiences
Dramatic play: trying on the world
Story making as a cooperative activity
Music, movement, and art as forms of expression
Utilizing books, magazines, and newspapers
Experiencing objects and situations of the real world

rkshop 5: Understanding and Enjoying the Children In Your e: November 19, 1988

Morning Session: Communication
Talking and communicating with children
Interpreting nonverbal messages
Language development: children learn from you
Impact of television viewing on children
Competition for caretaker's attention (other children, visitors, staff, parents)

Afternoon Session: Managing Children's Behavior
Discipline vs. punishment and/or humiliation
Appropriate strategies for leading and managing individuals and groups
Resolving conflicts: strategies that end in positive feelings by both child and caregiver
Identifying and managing behaviors that stem from aggression, passivity, hostility, and frustration

rkshop 6: Wrap Up: December 10, 1988

Morning Session: Personal Growth
Learning from your experiences
Evaluation of yourself as a professional caregiver
Analysis of your personal goals and expectations within day care
Creating a lesson plan specific to your day care center

Afternoon Session: Resources
Support groups, networks, professional associations
Informal networking
Newsletters, magazines, books, etc.
Community resources: integrating them into your center's program
Comments, questions, suggestions
Evaluations

INSTRUCTOR
Lynne P. Wells is the principal instructor in this program. She has over seven years of experience in the child care area. She has been a teacher's aide, a preschool teacher, and a director of a private preschool child care center.

Ms. Wells earned a bachelor's degree in elementary education with a minor in early childhood education from Penn State Harrisburg. She is also president-elect of the Capital Area Association of The National Association for the Education of Young Children.

LOCATION
All workshops will be held in Room E339 of the Olmsted Building at Penn State Harrisburg, The Capital College in Middletown, Pennsylvania.

FEE
The fee of $180 (or $35 for each individual workshop) per person includes the cost of instruction and handout materials. The fee may be paid by check, request to bill employer, VISA, or MasterCard.

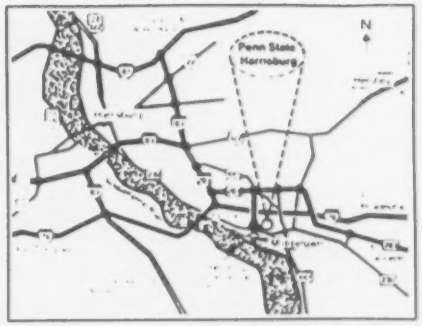
REGISTRATION AND REFUND POLICY
Advance registration is requested ten days prior to the program or workshop you plan to attend. Registrations will be confirmed. If a program is canceled by the University, registrants will be notified by phone and refunds will be processed.

Please note: Any course or activity may be canceled by the University because of insufficient enrollment or other unforeseen circumstances. Cancellations by registrants must be received three days prior to each workshop or the individual or sponsoring organization will be responsible for the fee. Substitutes will be accepted at any time.

ON-SITE PROGRAMMING
Seminars, training programs, and credit courses can be offered on site for your organization. Programs can be developed to meet an organization's specific needs by drawing on the resources of Penn State's twelve colleges.

For special fees and additional information about this service, please call:

Penn State Harrisburg Continuing Education
(717) 948-3535 or 1-800-346-0319



DIRECTIONS
The entrance to Penn State Harrisburg is located on PA 230, west of Middletown.

- **From PA Turnpike (I-76):** Get off at Exit 19. Follow PA 283 East toward the Harrisburg International Airport. Follow signs for the Airport and the Campus. Before entering the Airport complex, take the exit for PA 230. Turn left at the junction of 230. Proceed on 230 East approximately one mile. The Campus entrance is on the left.
- **From Lancaster and points East:** Take Route 283 West toward Harrisburg. Take the Hummelstown/Vine Street exit off Route 283, turn left after exiting. Proceed to traffic light (junction of PA 230). Turn right and proceed west through Middletown on PA 230 approximately two miles. The Campus entrance is on the right.
- **From Harrisburg and points North:** Follow signs for Harrisburg International Airport/283 East. Take 283 East to Harrisburg International Airport exit. Follow signs for the Airport and the Campus. Before entering the Airport complex, take the exit for PA 230. Turn left at the junction of 230. Proceed on 230 East approximately one mile. The Campus entrance is on the left.

ADDITIONAL INFORMATION
Continuing Education
Penn State Harrisburg
Route 230
Middletown, PA 17057

Phone: (717) 948-3535 or 1-800-346-0319

CERTIFICATE PROGRAM
FOR CHILD CARE CENTER PERSONNEL

Please duplicate form for additional enrollments

Name

Home Address

City State ZIP Code

County Daytime Phone

Social Security No. Occupation or Position

Company or Organization

Address

City State ZIP Code

Please register me for:
( ) The entire program
( ) Workshop 1
( ) Workshop 2
( ) Workshop 3
( ) Workshop 4
( ) Workshop 5
( ) Workshop 6

The fee for the program is $180 for the entire program, or $35 for each workshop. Indicate method of payment:
( ) Check enclosed payable to **The Pennsylvania State University.**
( ) Bill my sponsoring organization. **A letter of authorization must be attached or registration will not be processed.**
( ) Charge my ( ) VISA or ( ) MasterCard

Account Number Exp. Date

Cardholder's Signature

MAIL TO:
Continuing Education
Penn State Harrisburg
Route 230
Middletown, PA 17057

JHCE-87/298

CONTINUING EDUCATION
PENN STATE HARRISBURG
ROUTE 230
MIDDLETOWN, PA 17057

An Early Childhood Education Certificate Program for Child Care Professionals

PENNSTATE Harrisburg
The Capital College

A continuing education service of the
Division of Behavioral Science and Education

BACKGROUND
Early childhood programs have been increasing rapidly over the past decade. As their availability has increased, there is concern for the quality of these early childhood programs. In response to this concern, the National Association for the Education of Young Children (NAEYC) has established and implemented the National Academy of Early Childhood Programs that maintains a national voluntary accreditation system in which early childhood and child care programs can attain accreditation.

ABOUT THE CERTIFICATE PROGRAM
This certificate program blends the accreditation/evaluative aspects of the National Academy of Early Childhood Programs with a formal course training sequence that identifies those key indicators of a high-quality child care/early childhood program, i.e., interactions between teachers and children, curriculum, nutrition, staff qualifications, administration, health, physical environment, nutrition, parent involvement, and evaluation.

FOR WHOM
This certificate program is designed for the early childhood teacher, early childhood administrator, group supervisor, assistant group supervisor, aid who is interested in qualifying for assistant group supervisor, and director of child care/early childhood programs. Early childhood/day care program monitors, licensors, evaluators, and other individuals who want to learn about assessing and evaluating child care/early childhood programs will also find this program useful in their professional development.

FORMAT
All courses are designed to provide practical hands-on experiences that participants can use in their day-to-day work setting. Discussion, role playing, and group activities, as well as lectures and media presentations, will be used. Guest lecturers will provide their expertise on specific topics.

INSTRUCTOR
Dr. Richard Fiene is the principle instructor in this program. Dr. Fiene is an adjunct faculty member of early childhood education in the Behavioral Science and Education Division at Penn State Harrisburg and director of research and evaluation for the Pennsylvania Office of Children, Youth and Families. He has served as a national commissioner for the Academy of Early Childhood Programs, Washington, D.C.; National Advisory Committee Member for the National Child Welfare Resource Center; and Past-President of the Pennsylvania Psychological Association's Community Division. Dr. Fiene has taught graduate and undergraduate early childhood education courses as an adjunct professor at several colleges and universities in New York, North Carolina, and Pennsylvania; has directed two national early childhood/child care projects; has been an early childhood consultant at the state, national, and international levels; and has been a reviewer for several early childhood/child care journals. Dr. Fiene has published several major publications, including two books dealing with program evaluation/monitoring of day care and child welfare programs. Dr. Fiene has a Ph.D. (Newport, 1975), an M.A. (Stony Brook, 1973), and a B.A. (Stony Brook, 1971—New York Regents Scholar) in child care and early childhood education.

PROGRAM STRUCTURE
The certificate program is designed to provide a progressive educational experience that leads to a formal Penn State certificate. The certificate will be awarded upon the satisfactory completion of all six CC/ECED courses. If taken in sequence, a participant can earn the certificate in a year. However, since each course is designed to be self-contained, participants may elect to choose courses that meet their particular needs or requirements. The only exception is CC/ECED 1108 which has a prerequisite of CC/ECED 1101.

A maximum of two equivalent courses from other institutions will be reviewed for acceptance in lieu of CC/ECED courses.

Credit courses are available through the Behavioral Science and Education Division which can be taken to meet the certificate requirements. Participants can elect to attend any or all of these credit courses in lieu of the described noncredit offerings and earn the certificate. However, all University policies and procedures (including tuition) must be met. Contact the coordinator of the Master's Degree in Teaching and Curriculum at (717) 948-6213 if you want more information about this option.

DATES AND LOCATION
Courses will be held on Saturdays from 8:30 a.m.-4:30 p.m. in the Olmsted Building at Penn State Harrisburg on the following dates:

Course	Dates
Orientation—evening session	Thursday, May 26, 1988, 3:30-5:30 p.m.
Summer Session	
CC/ECED 1101	June 18, 25, July 9, 16, 23, and 30, 1988
Fall Sessions	
CC/ECED 1104	September 17, 24 October 1, 8, 15, and 22, 1988
CC/ECED 1103	November 5, 12, 19 December 3, 10, and 17, 1988
Orientation—evening session	To be announced
Winter Session	
CC/ECED 1110	January 14, 21, 28 February 4, 11, and 18, 1989
Spring Sessions	
CC/ECED 1105	March 11, 18, 25 April 1, 8, and 15, 1989
CC/ECED 1108	May 6, 13, 20, 27 June 3, and 10, 1989

FEE
The fee of $125 per person per course includes the cost of instruction and handout materials, but not the textbook. The fee may be paid by check, request to bill employer, VISA, or MasterCard.

BEST COPY AVAILABLE

:GISTRATION

hance registration is requested ten days prior to the course u plan to attend. Registrations will be confirmed. If a ogram is canceled by the University, registrants will be ified by phone and refunds will be processed.

ease note: Any course or activity may be canceled by the versity because of insufficient enrollment or other foreseen circumstances. Cancellations by registrants must received three days prior to each course or the individual sponsoring organization will be responsible for the fee. bstitutes will be accepted at any time.

N-SITE PROGRAMMING

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Penn State Harrisburg
Continuing Education
(717) 948-3535 or toll-free 1-800-346-0319

OURSE OUTLINES

ild Care/Early Childhood Education 1101
C/ECED 1101)
roduction to Early Childhood Education
istory of Child Care
oundations for Designing Child Care Programs
nteraction between Teachers and Children
urriculum for Early Childhood
arent Involvement
taffing the Early Childhood Program
arly Childhood Staff Qualifications
arly Childhood Program Administration
hysical Environment
ealth and Nutrition
valuation

ild Care/Early Childhood Education 1104
C/ECED 1104)
bservation and Evaluation in Early Childhood Education
ssessment of Children
rogram Evaluation—The Importance of Conducting
valuations of Programs
ummative and Formative Evaluation
ormative Evaluation/Program Monitoring (measuring rogram implementation)
rogram Monitoring and Formative Evaluation Instruments nd Systems
arly Childhood/Child Care Monitoring/Evaluation Paradigm
uality in Child Care: Summative Evaluation Approach
rogram Compliance Studies in Early Childhood/Child Care

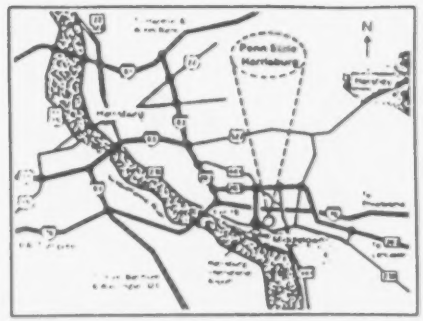
Child Care/Early Childhood Education 1103
(CC/ECED 1103)
Early Childhood/Child Care Curriculum
- Infant/Toddler Considerations
- Interaction between Teachers and Children
- Equipment and Materials
- Socioemotional Development
- Language Development
- Cognitive Development
- Physical Development
- Teaching Strategies
- Preschool Age Range
- School-Age Issues
- Environment
- Health and Safety

Child Care/Early Childhood Education 1110
(CC/ECED 1110)
Parent and Staff Communication in Early Childhood Programs
- Historical Overview of Family Life
- Need for Parent Involvement
- Effective Home-School-Community Relationships
- Working with Parents of the Exceptional Child
- Rights, Responsibilities, and Resources
- The Parent Community
- Effects of Day Care
- Staying at Home
- Types of Care
- Choosing Day Care
- The Abused Child

Child Care/Early Childhood Education 1105
(CC/ECED 1105)
Early Childhood Education—Infancy and Toddlerhood
- Emergence of Infant-Toddler Programs
- Program Approaches and Models
- Developmental Information
- Teacher/Caregiver Roles
- Physical Setting and Environment
- Activities for Infants and Toddlers
- Program Issues
- Parent and Child
- Administrative Issues

Child Care/Early Childhood Education 1108
(CC/ECEd 1108)
Early Childhood/Child Care Administration Topics
(Prerequisite: CC/ECED 1101)
- Philosophy and Policies
- Planning the Program, Research, and Evaluation
- Assessing, Recording, and Reporting Children's Progress
- Planning and Scheduling Children's Activities
- Health and Nutrition Services
- Parental Involvement
- Administrative Organization
- Regulations
- Financing and Budgeting
- Center Facility and Equipment
- Personnel
- Advocacy and Legislative Issues

DIRECTIONS



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The Pennsylvania State University, in compliance with federal and state laws, is committed to the policy that all persons shall have equal access to programs, admission, and employment without regard to race, religion, sex, national origin, handicap, age, or status as a disabled or Vietnam-era veteran. Direct all affirmative action inquiries to the Affirmative Action Officer, Suzanne Brooks, 201 Willard Building, University Park, PA 16802; (814) 863-0471.

EARLY CHILDHOOD EDUCATION CERTIFICATE PROGRAM FOR CHILD CARE PROFESSIONALS

Please duplicate form for additional enrollments.

Name

Home Address

City State ZIP Code

County Daytime Phone

Social Security No. Occupation or Position

Company or Organization

Address

City State ZIP Code

Please register me for:
( ) The entire program
( ) CC/ECED 1101
Introduction to Early Childhood Education
( ) CC/ECED 1104
Observation and Evaluation in Early Childhood Education
( ) CC/ECED 1103
Early Childhood/Child Care Curriculum
( ) CC/ECED 1110
Parent and Staff Communication in Early Childhood Programs
( ) CC/ECED 1105
Early Childhood Education—Infancy and Toddlerhood
( ) CC/ECED 1108
Early Childhood/Child Care Administration Topics

The fee for this program is $125 per person per course. Indicate method of payment:
( ) Check enclosed payable to The Pennsylvania State University.
( ) Bill my sponsoring organization. A letter of authorization must be attached or registration will not be processed.
( ) Charge my ( ) VISA or ( ) MasterCard

Account Number Exp. Date

Cardholder's Signature

MAIL TO:
Continuing Education
Penn State Harrisburg
Route 230
Middletown, PA 17057

JHCE-87/30

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CONTINUING EDUCATION
PENN STATE HARRISBURG
ROUTE 230
MIDDLETOWN, PA 17057

Nonprofit Org.
U.S. Postage
P A I D
The Pennsylvania
State University

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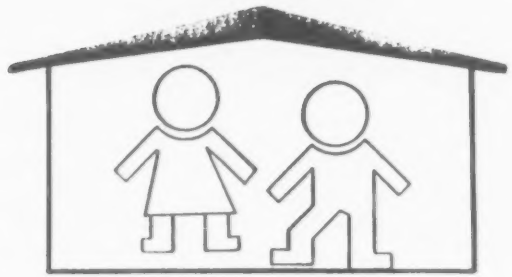
CERTIFICATE PROGRAM FOR HOME-BASED CHILD CARE PROVIDERS



Getting Started
Saturdays
October 24 and November 7, 1987

Before the Children Arrive
Saturdays
November 7, 1987-January 23, 1988

Enjoying the Children in Your Care
Saturdays
February 6-May 4, 1988

PENNSTATE Harrisburg
The Capital College

A continuing education service of the
Division of Behavioral Science and Education

BACKGROUND
Home-based child care is an increasingly recognized form of child care that supports the family by offering a homelike environment with a small group of children and a professional caregiver. It supports parents by being available at odd hours and by sharing parental efforts to promote the total development of the child.

The caregiver is responsible for:
- Maintaining a safe and healthy environment for children during the hours when their parents cannot
- Planning and carrying out daily activities and routines
- Arranging learning experiences to promote the total development of each child

To perform these roles and duties successfully, the home-based child care provider needs to be flexible, informed, and professional.

ABOUT THE CERTIFICATE PROGRAM
This certificate program is designed to help you, the home-based child care provider, by providing information and resources that can be used while you perform daily duties and activities. It will touch on the many issues that are relevant to the day-to-day functioning of your home-based child care program. Topics from health, safety, nutrition, child development, and discipline to communicating with parents and being a professional, will be covered.

FOR WHOM
This certificate program is designed for home-based child care providers (individuals who provide child care for part of a 24-hour day in a family residence for one or more non-related children). This program also is beneficial to individuals interested in becoming home-based child care providers. Some segments of the program may be useful to child care providers who work outside of their homes.

CERTIFICATE REQUIREMENTS AND THE CONTINUING EDUCATION UNIT
Upon completion of each workshop, participants will receive a record of attendance. Penn State certificates and Continuing Education Units (CEUs) will be awarded at the completion of each of the three modules. Penn State certificates and 4.0 CEUs will be awarded upon completion of all workshops and proof of Red Cross C.P.R. and First Aid Certification.

REGISTRATION AND FEES
Participants may register for the entire program, individual modules, or individual workshops according to the fee schedule on the registration panel. To register, please complete the attached form and mail it with the indicated fee, which covers the cost of instruction and instructional materials to the Penn State Harrisburg, Continuing Education office at least seven days prior to the workshop, module, or program starting date. The fee may be paid by check, money order, request to bill employer, VISA, or MasterCard. Registrations will not be confirmed; however, if a program is canceled by the University, registrants will be notified by telephone. A participant's cancellation must be received two days prior to the workshop.

For further information, please call (717) 948-6275.

TOPIC OUTLINES

Module A: Getting Started

Workshop 1: Introduction to Home-Based Child Care (half day); Capital Union Building (C.U.B.), Room 125; October 24, 1987; 9:00 a.m.-12:00 noon
—What is Home-Based Child Care
—Steps in Setting Up a Child Care Program in Your Home
—Day Care Regulations in Pennsylvania: Meaningful Integration into Your Home-Based Program
—Outside Funding Sources

Workshop 2: You Are a Professional (half day); C.U.B., Room 125; October 24, 1987; 1:00-4:00 p.m.
—Being a Professional: Setting the Tone
—Meeting and Interviewing with Parents
—Clarifying Expectations: Your Own, Your Parents'
—Collecting and Maintaining Records
—Establishing Communication with Parents
—Interviewing and Responding to Parents' Concerns

Workshop 3: You Are a Business (half day); C.U.B., Room 125; November 7, 1987; 9:00 a.m.-12:00 noon
—Record Keeping: For You, for the I.R.S.
—Pricing, Marketing, and Advertising Your Service
—Insurance and Liability
—Survival
  Negotiating a Contract
  Balancing a Tight Budget
  Payment from Reluctant Parents

Module B: Before the Children Arrive

Workshop 4: Nutrition (half day); C.U.B., Room 125; November 7, 1987; 12:00 noon-4:00 p.m.
Note: Lunch provided
—Creative Meals and Snacks
—The Balancing Act: Sound Nutrition
—Food Preparation: A Cooperative Effort Between Caregiver and Child
—Successful Eaters vs. Picky Eaters

Workshop 5: Safety First (half day); C.U.B., Room 125; December 5, 1987; 9:00 a.m.-12:00 noon
—First Aid Overview
—The Sick Child
—Preventing and Handling Accidents
—Coping Strategies that Help Alleviate Stress

Workshop 6: Creating a Safe, Comfortable, and Stimulating Environment (half day); Continuing Education Conference Room 1; December 5, 1987; 1:00-4:00 p.m.
—Humanizing Spaces for Children
—Adapting Room Arrangements to Accommodate Daily Activities
—Making Your Equipment Dollar Stretch

Workshop 7: Child Development (half day); Conference Room 1; January 23, 1988; 9:00 a.m.-12:00 noon
—Realistic Expectations and the Broad Range of Normal Developmental Landmarks
—Cues to Developmental Problems: Making Appropriate Referrals
—Special-Needs Children: We Are More Alike Than Different
—Observing and Reporting to Parents

Module C: Enjoying the Children in Your Care

Workshop 8: Building Self-Esteem and Self-Confidence (half day); Conference Room 1; February 6, 1988; 9:00 a.m.-12:00 noon
—Importance of Listening To and Observing Each Child
—Fostering Cooperation and Self-Control
—Techniques for Guiding and Fostering Individual Growth and Self-Confidence
—Taking Advantage of a Wide Range of Ages

Workshop 9: Developmental Approach to Managing the Children in Your Care (half day); Conference Room 1; February 6, 1988; 1:00-4:00 p.m.
—Discipline vs. Punishment
—Managing Individuals and Groups Considering Such Factors as Age, Developmental Levels, Size of Group
—Competition for the Caretaker's Attention
  Caretaker's Child and Client Child
  Client Child and Client Child
  Client Child and Telephone, Television, Chores, Visitors
—Working with Aggression, Passivity, Hostility, Frustration

Workshop 10: Positive Play Experiences (full day); Conference Room 1; March 5, 1988; 9:00 a.m.-4:00 p.m.
—Play Is a Child's Work and Basis for Learning
—Play at Different Stages of Development
—Play That Encourages Equality and Fosters Self-Esteem
—Your Role and Responsibilities During Structured and Unstructured Playtime
—Themes, Schedules, and Regulations
—Using Toys Effectively
—Homemade Toys and Games
—Creative Games, Songs, and Activities

Workshop 11: Communicating with Children (full day); Conference Room 1; April 30, 1988; 9:00 a.m.-4:00 p.m.
—Talking, Listening, and Communicating
—Interpreting Nonverbal Messages
—Language Development: Children Learn from You
—Impact of Television Viewing on Children
—Story Making as a Cooperative Activity
—Dramatic Play: Trying on the World
—Books, Magazines, and Newspapers
—Music, Movement, and Art as Forms of Expression
—Experiencing Objects and Situations of the Real World

Workshop 12: Resources (half day); Conference Room 1; May 14, 1988; 9:00 a.m.-12:00 noon
—Community Resources: Integrating Them Into Your Home-Based Day Care Program
—Support Groups, Networks, and Professional Associations
—Newsletters, Magazines, Books, and More
—Informal Networking

Workshop 13: Professional Growth (half day); Conference Room 1; May 14, 1988; 12:00 noon-4:00 p.m.
Note: Lunch provided
—Learning From Your Experiences
—Evaluation of Yourself as a Professional Caregiver
—Analysis of Personal Goals and Expectations
—Creating a Plan Specific to Your Day Care Home
—Comments, Questions, Suggestions, and Evaluations

CERTIFICATE PROGRAM FOR HOME-BASED CHILD CARE PROVIDERS

Name

Home Address

City State ZIP Code

County Daytime Phone

Social Security No. Occupation or Position

Company or Organization

Address

City State ZIP Code

Please mark the appropriate statement (s):
( ) I am currently a home-based child care provider
( ) I work in my own home
( ) I work in someone else's home
  The children in my care are:
  __ infants __ toddlers __ pre-schoolers __ school-age
( ) I am NOT currently a home-based child care provider
( ) I work at a group day care home or center

Please enroll me in the following:
( ) Entire Certificate Program @ $140 per person
( ) Module A @ $30 per person
( ) Module B @ $40 per person
( ) Module C @ $80 per person
( ) Workshop(s) __ 1 __ 2 __ 3 __ 4 __ 5 __ 6 __ 7 __ 8 __ 9 __ 12 __ 13 @ $10 per person per workshop
( ) Workshop(s) __ 10 __ 11 @ $20 per person per workshop

Indicate method of payment:
( ) Check enclosed payable to **The Pennsylvania State University.**
( ) Bill my sponsoring organization. **A letter of authorization must be attached or registration will not be processed.**
( ) Charge my ( ) VISA or ( ) MasterCard

Account Number Exp. Date

If MasterCard, enter here the four digits found above your name on your card: ___ ___ ___ ___

Cardholder's Signature

MAIL TO: Continuing Education, Penn State Harrisburg, Route 230, Middletown, PA 17057 JHCE-87/140

APPENDIX I

Evaluation of the Project
By Ad Hoc Advisory Committee Members

EVALUATION OF THE HUMAN SERVICES OCCUPATIONS
TEACHER EDUCATION PROJECT - YEAR ONE
BY THE AD HOC ADVISORY COMMITTEE

Please write your responses to each of the open-ended items below.

1. From your perspective, is this an important project?

2. Please summarize below your impression of the success of this project in its first year.

3. Please identify below any problems or concerns you have regarding the project's accomplishments in its first year.

4. What courses or topics of study would you recommend for prospective teachers of Human Services Occupations <u>for educational foundations?</u>

...for teaching skills?

...for professional education?

5. What recommendations would you make to guide the future directions and efforts of this project?

EVALUATION OF THE HUMAN SERVICES OCCUPATIONS
TEACHER EDUCATION PROJECT - YEAR ONE
BY THE AD HOC ADVISORY COMMITTEE

Please write your responses to each of the open-ended items below.

1. From your perspective, is this an important project?

yes of c2.

2. Please summarize below your impression of the success of this project in its first year.

This is a very important area of concern and the project has been instrumental in focusing & necessary direction of attention upon it. I rate the overall success as "moderate" for reasons listed in #3

3. Please identify below any problems or concerns you have regarding the project's accomplishments in its first year.

The project has tapped a major area of need and concern, but only from a limited point of view. This is not bad, especially given the progress. A more inclusive systems view and coordinated effort is necessary and would have been of great assistance the first year.

4. What courses or topics of study would you recommend for prospective teachers of Human Services Occupations <u>for educational foundations?</u>

Engl 15 & 282P or B, Engl. 2, 21 3, Ja 100 and studies 41 2 42c 43
Soc 185, Sp Com 100A, Ed Ex 2, 03 4, or Anth 101
Anthy 21 or Biol 33, Biol 41, math 170 5, Ed Psych 101

...for teaching skills?

Ed Tho course, Ed Psych 14 and at one time an orientation course which did Instructional Development / supervision & Education has been offering. I prefer a Staff Development and Training Model such as used by Evaluation Group 1 & Education

...for professional education?

CW Ed 403, 408, 404, 412, 425, 409, 413
Soc W 251 and some Psych courses at the 400 level

5. What recommendations would you make to guide the future directions and efforts of this project?

Consider a certification option for such curriculum as Rehab Ed - or a broad enough doctoral cluster to allow for the inclusion of a teaching option.

Consider certifying professionals in such as Rehab Counseling graduates with experience - in human service areas such as mental health, mental retardation chemical dependency, etc - whatever their specialty is by education, experience, and professional certification.

Garner support from high level government, business, and legislative personnel based on the potential beneficial impact of a healthier, better cared for workforce.

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PENNSTATE

(814) 865-3427

College of Education
Division of Counseling and Educational
Psychology and Career Studies

327 Cedar Building
The Pennsylvania State University
University Park, PA 16802

May 19, 1983

Senator Stanley Chess
Capitol Complex

Dear Sir

Very nice meeting you at yesterday's luncheon. I believe it was a very worthwhile project and appreciated the opportunity to participate.

I have enclosed my comments on your evaluation form as well as my program materials. As you can see - I emphasize the professional content and experience more than the teaching methods and techniques - although one needs both to be the best they can be.

Knowledge, skills, and abilities are extremely important if a person could successfully participate in and improve the human service system.

I strongly lean towards a strong high school academic preparation followed by a 2yr or 4yr program. The Voc Tech could have a 1yr program

(over)

An Equal Opportunity University

EVALUATION OF THE HUMAN SERVICES OCCUPATIONS
TEACHER EDUCATION PROJECT - YEAR ONE
BY THE AD HOC ADVISORY COMMITTEE

Please write your responses to each of the open-ended items below.

1. From your perspective, is this an important project?

Yes, but only as part of a broader public education program. Must focus on salaries and actual employment opportunities as well as subject matter content.

2. Please summarize below your impression of the success of this project in its first year.

Still in preliminary stages, defining the problem and the task.

3. Please identify below any problems or concerns you have regarding the project's accomplishments in its first year.

need for broader base and more individuals who are in positions where they can impact policy

4. What courses or topics of study would you recommend for prospective teachers of Human Services Occupations <u>for educational foundations?</u>

Systems Approach
Political reality of service provision
values + ethics
Skills that are linked to descrete educational levels —
i.e. career ladder.

...for teaching skills?

...for professional education?

5. What recommendations would you make to guide the future directions and efforts of this project?

What needs to be developed is a forceful position statement on human service needs and training to meet those needs which could serve as the basis for a comprehensive approach to personnel development.

Involve State Civil Service Commission Dept. of Welfare - Manpower training Office

EVALUATION OF THE HUMAN SERVICES OCCUPATIONS
TEACHER EDUCATION PROJECT - YEAR ONE
BY THE AD HOC ADVISORY COMMITTEE

Please write your responses to each of the open-ended items below.

1. From your perspective, is this an important project?

Yes, very important!

2. Please summarize below your impression of the success of this project in its first year.

... getting input from different people in a wide variety of disciplines has made it successful.

3. Please identify below any problems or concerns you have regarding the project's accomplishments in its first year.

My only concern ~~that I~~ is that the project is not moving along faster!

4. What courses or topics of study would you recommend for prospective teachers of Human Services Occupations <u>for educational foundations?</u>

Adol Psych
Psych. of Learning
Human Development (+ Growth)
Adult Ed.

Internships in day cares, homes for aging, mental retardation facilities etc.

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...for teaching skills?

Practice Teaching - adol. + adults!
Using vidro to practice + evaluate performan

...for professional education?

Community Resources
Evaluations of Human Services
Agencies and Institutions -

5. What recommendations would you make to guide the future directions and efforts of this project?

I can't think of
any rec. right now!

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EVALUATION OF THE HUMAN SERVICES OCCUPATIONS
TEACHER EDUCATION PROJECT - YEAR ONE
BY THE AD HOC ADVISORY COMMITTEE

Please write your responses to each of the open-ended items below.

1 From your perspective, is this an important project?

[illegible]

2. Please summarize below your impression of the success of this project in its first year.

[illegible]

3. Please identify below any problems or concerns you have regarding the project's accomplishments in its first year.

None

4. What courses or topics of study would you recommend for prospective teachers of Human Services Occupations <u>for educational foundations?</u>

I would defer to the professionals in the various fields of human service.

...for teaching skills?

...for professional education?

5. What recommendations would you make to guide the future directions and efforts of this project?

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APPENDIX J

Evidence of Dissemination Activities

DISSEMINATION ACTIVITIES

Presentations

Olson, S. S. (1987, Dec.). Overview of the development of teacher education program in human services occupations. AVA Occupational Home Economics Education Research Committee Presentation, Las Vegas, Nevada.

Weis, S. F. and Olson, S. S. (1988, Feb. 20-23). Occupational human services teacher education program. National Vocational Home Economics Education Annual Conference, San Francisco, California.

Laeger-Hagemeister, M. and Olson, S. S. (1988, April). Distribution of materials related to teacher education of human services occupations. Pennsylvania Home Economics Association, Reading, Pennsylvania.

Olson, S. S. (1988, April). A Human Services Cluster. Central Pennsylvania Home Economics Teacher Tech Update, University Park, Pennsylvania.

Weis, S. F. and Olson, S. S. (1988, May 4). Development of a teacher training program in human services in Pennsylvania. Pennsylvnia Association of Vocational Administrators meeting, Harrisburg, Pennsylvania.

Knight, A. and Laeger-Hagemeister, M. (1988, June 29). Development of a cluster: A teacher training program in human services occupation. Pennsylvania Vocational Education Conference, Seven Springs, Pennsylvania.

Publications

Olson, S. S. (1987). Penn State develops a teacher education program in human services. Pennsylvania Home Economics Association Newsletter, 58(3), 4.

Olson, S. S. (1987). Teacher education program in human services. Center Update, 9(1), 10.

DEVELOPMENT OF A TEACHER TRAINING PROGRAM IN HUMAN SERVICES IN PENNSYLVANIA

Dr. Susan F. Weis
Project Director
Professor-in-Charge
Home Economics Education
Vocational Education
Penn State
212 Rackley Building
814-863-3858

Susan Shirey Olson
Project Associate
Instructor
814-863-3859

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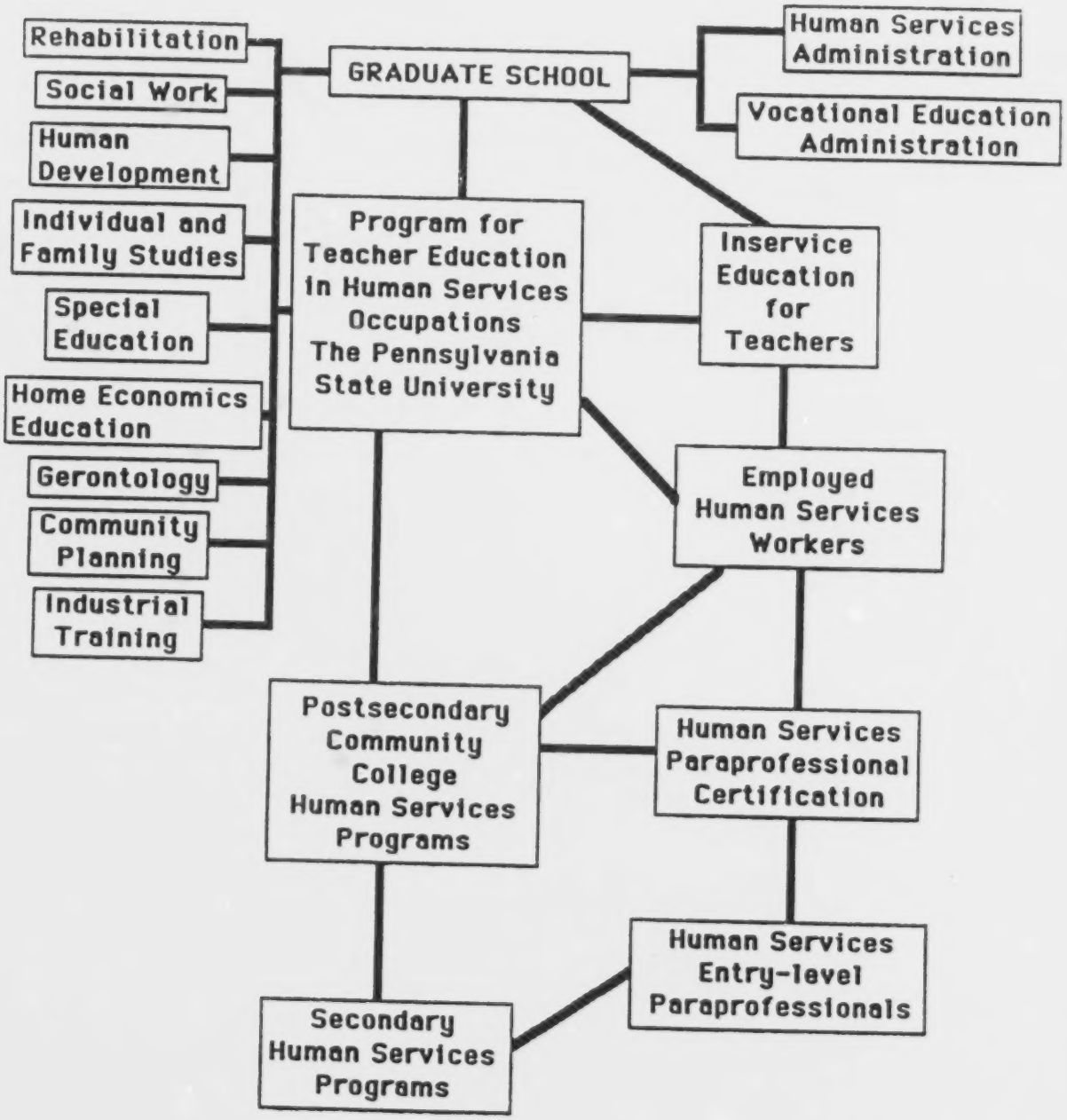
DEVELOPMENT OF A TEACHER TRAINING PROGRAM IN HUMAN SERVICES IN PENNSYLVANIA

The purpose of this project is to develop a vocational teacher education program for Human Services occupations in Pennsylvania. Human Services programs prepare students to work in direct services as associate professionals in fields such as mental health and retardation, day care, aging services, community living transition services and family/home management services.

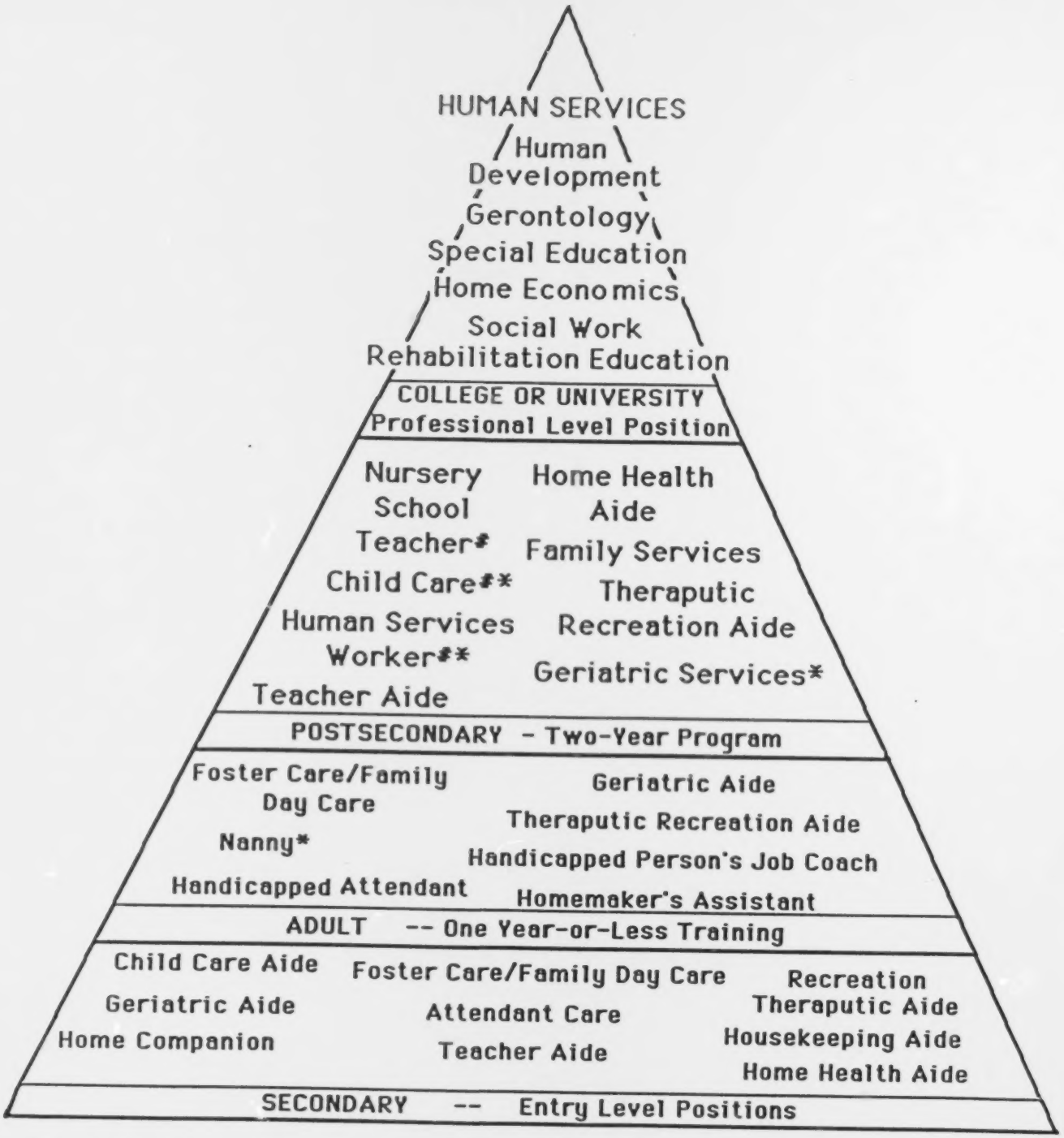
OBJECTIVES:

1. To coordinate efforts with postsecondary and secondary institutions offering human services or related programs and establish a functional network with these institutions.
2. To establish and develop a human services vocational teacher education program at Penn State using existing teacher education models in vocational education and drawing upon courses in Human Development, Vocational Education, Home Economics Education, Rehabilitation Education, and Special Education.
3. To utilize an ad hoc advisory committee made up of representatives from the human services, business, industry, and educational institutions.
4. To disseminate findings and promote the program to administrators in secondary and postsecondary institutions in Pennsylvania and nationally.
5. To establish a resource library in human services.
6. To investigate liaisons with the business and educational communities which currently involve human services.

Model for the Preparation of Teachers of Human Services Occupations in Vocational Education



1/6/88



* Certificate Program

*Associate Degree

Human Services Career Ladder

20.021 CARE AND GUIDANCE OF CHILDREN (CHILD CARE SERVICES)

An instructional program that prepares individuals for a variety of occupations in child care and guidance often under the supervision of professional personnel in child or day care centers. Includes instruction in child's growth and development; nutrition, program planning and management, safety and behavior guidance; play activities, child abuse and neglect; parent-child personal relationships, learning experiences for children, laws, regulations and policies relating to child care services.

20.061 INSTITUTIONAL AND HOME MANAGEMENT AND SUPPORTING SERVICES

An instructional program that prepares individuals for occupations in institutional/executive housekeeping; hotel/motel housekeeping; commercial cleaning; provision of services to the aged in their homes and in institutions; assistance in the management of household tasks; and assistance to consumers in relation to housing, food, clothing, community resources, and other homemaking concerns.

17.0404 HOME HEALTH MANAGEMENT ASSISTANT

Home Health Management Assistants are unlicensed, non-professional workers who are prepared to give personal care to convalescent, disabled or handicapped persons of all ages and to provide home management assistance to individuals and families. Personal care duties which may be performed are essentially those which would be performed by a nursing assistant in an institution and/or those which could be performed by a knowledgeable family member.

APPROVED INSTRUCTIONAL TITLES in
VOCATIONAL EDUCATION
DESCRIPTION and CODE

HOME HEALTH MANAGEMENT ASSISTANT

17.0404 HOME HEALTH MANAGEMENT ASSISTANT

Home Health Management Assistants are unlicensed, non-professional workers who are prepared to give personal care to convalescent, disabled or handicapped persons of all ages and to provide home management assistance to individuals and families. Personal care duties which may be performed are essentially those which would be performed by a nursing assistant in an institution and/or those which could be performed by a knowledgeable family member.

CERTIFICATE REQUIRED	CERTIFICATION METHOD	OCCUPATIONAL COMPETENCY AREA	OCCUPATIONAL COMPETENCY EVALUATION
Home Economics Education 5605	Instructional (degree program)	N/A	N/A
Vocational - Intern/ Instructional 2600	Vocational - Instructional (non-degree program)	Nurses Aide 2213	Credentials Review/ Committee Evaluation
		Health Assistant 2202	Credentials Review/ Committee Evaluation

---

Previously issued teaching certificates that are still valid, but are no longer issued:

Nurses Aide 2213
Health Assistant 2202
Practical Nursing 2219

NOTE: Home management aspects of this program are reserved to teachers holding certification in the area of Home Economics. The remainder of the program falls under Nursing Assistant program (see p. 52).

APPROVED INSTRUCTIONAL TITLES in
VOCATIONAL EDUCATION
DESCRIPTION and CODE

C A R E A N D G U I D A N C E O F C H I L D R E N

20.0201 CARE AND GUIDANCE OF CHILDREN (CHILD CARE SERVICES)

An instructional program that prepares individuals for a variety of occupations in child care and guidance often under the supervision of professional personnel in child or day care centers. Includes instruction in child's growth and development; nutrition, program planning and management, safety and behavior guidance; play activities, child abuse and neglect; parent-child personal relationships, learning experiences for children, laws, regulations and policies relating to child care services.

CERTIFICATE REQUIRED	CERTIFICATION METHOD	OCCUPATIONAL COMPETENCY AREA	OCCUPATIONAL COMPETENCY EVALUATION
Home Economics Education 5605	Instructions (degree program)	N/A	N/A

APPROVED INSTRUCTIONAL TITLES in
VOCATIONAL EDUCATION
DESCRIPTION and CODE

INSTITUTIONAL AND MANAGEMENT AND SUPPORTING SERVICES

20.0601 INSTITUTIONAL AND HOME MANAGEMENT AND SUPPORTING SERVICES

An instructional program that prepares individuals for occupations in institutional/executive housekeeping; hotel/motel housekeeping; commercial cleaning; provision of services to the aged in their home and in institutions; assistance in the management of household tasks; and assistance to consumers in relation to housing, food, clothing, community resources, and other homemaking concerns.

CONSUMER SERVICES

Laboratory, classroom and community experiences which enable the student to become proficient in meeting the public, placing guests and visitors at ease, arranging schedules and appointments, conducting tours, giving demonstrations of products, and preparing and serving beverages and light meals. Instruction includes basic clerical skills, dress and personal hygiene, voice, and communication techniques. Considerable time is devoted to making physical arrangements for promotion, organization and operation of meetings and conference. Persons completing this training would be eligible for entry level positions in Travel Stewardesses, Travel Agency Representatives, Product Demonstrators, Business Hospital Receptionists, Reservation Clerks, Models, and Guides in the general occupational area of Personnel Services.

CERTIFICATE REQUIRED	CERTIFICATION METHOD	OCCUPATIONAL COMPETENCY AREA	OCCUPATIONAL COMPETENCY EVALUATION
Home Economics Education 5605	Instructional (degree program)	N/A	N/A
OR			
Vocational - Intern/ Instructional 2600	Vocational - Instructional (non-degree program)	Consumer Services 2022	Credentials Review/ Committee Evaluation

---

Previously issued teaching certificates that are still valid, but are no longer issued:

Consumer Services 2022

NUMBER OF INSTITUTIONS OFFERING HUMAN SERVICES PROGRAMS
IN PENNSYLVANIA

	SECONDARY	ADULT	POSTSECONDARY	TOTAL
HUMAN SERVICES	1	-	18	19
CHILD CARE SER.	20	-	12	32
TEACHER AIDE	-	1	3	4
HOME MGT. SER.	6	-	-	6
HOME HEALTH AIDE	3	-	1	4
	30	1	34	74

ENROLLMENTS IN HUMAN SERVICES PROGRAMS
IN PENNSYLVANIA

	SECONDARY	ADULT	POSTSEC.	JTPA	TOTAL
HUMAN SERVICES	34	-	904	11	949
CHILD CARE SER.	308	-	311	52	671
HOME HEALTH AIDE	145	115	4	221	485
TEACHER AIDE	-	52	77	8	137
HOME MGT. SER.	24	-	31	42	97
	511	167	1327	398	2,393

Source: PA Occupational Infor. System Labor Demand/Supply Relation. Comonent. March, 1987.

OVERVIEW OF SUPPLY AND DEMAND FOR
HUMAN SERVICES RELATED OCCUPATIONS

	SUPPLY	DEMAND	DIFF.
CHILD CARE SER.	671	3,724	-3,053
TEACHER AIDE	137	1,009	-872
HUMAN SERVICES	42	1,547	-544
HOME MGT. SER.	97	424	+108
HOME HEALTH AIDE	485	no	data
	2,393	6,704	-4,361

Source: Pennsylvania Occupational Information System Labor Demand/Supply Relationships Component. March 1987.

Institutions Offering Human Services

- Postsecondary Programs

Williamsport Area Community College
Harrisburg Area Community College
Westmoreland County Community College
Reading Area Community College
Community College of Allegheny County - South Campus
Susquehanna University

- Secondary

Centre County Area Vocational Technical School

Institutions Offering Human Services Related Programs

Child Care Services and Related Majors

- Postsecondary

Community College of Philadelphia
Harcum Junior College
Northampton County Area Community College
Reading Area Community College
Community College of Allegheny County - South Campus
Montgomery County Community College
Community College of Allegheny County - Allegheny Campus
Seton Hill College
Keystone Junior College
Westmoreland Community College
Luzerne County Community College
Temple University

- Secondary

A.P. Randolph Skills Center
Baldwin High School
Chester High School
Highland Sr. High School
Schenley high School
Aliquippa Sr. High School
Berks County AVTS-West
Delaware County AVTS-Folcroft
Keystone Oaks High School
South Vocational Technical High School
Altoona Area High School
Carrick High School
Delaware County AVTS - Marple
Lackawanna County AVTS-S.
Westinghouse High School
Alvin Swenson Skills Center
Chartiers Valley High School
Frankford High School
Oliver High School
William Penn Sr. High School

Home Health Aide

- Adult

  Bucks County AVTS
  Indiana AVTS
  SUN AVTS
  Clearfield County AVTS
  Lawrence County AVTS
  E. Westmoreland County AVTS
  Pottstown Sr. High School
  Huntingdon County AVTS
  Steel Center AVTS

- Postsecondary

  Luzerne County Community College

- Secondary

  E. Westmoreland County AVTS
  McKeesport AVTS
  Venango County AVTS

Teacher Aide

- Adult

  Greater Johnstown AVTS

- Postsecondary

  Bucks County Community College
  Montgomery County Community College
  Reading Area Community College

Theraputic Recreation Aide

- Postsecondary

  Luzerne County Community College
  Villa Maria College

Institutional Home Management Service

- Secondary

  Bucks County AVTS
  Reading Sr. High School
  Delaware County AVTS-Marple
  Saegertown High School
  FairChance-Georges JSHS
  Forbes Road East AVTS

Human Services Technology

- Postsecondary

  Edinboro University of PA

Mental Health Assisting

- Postsecondary

  Bucks County Community College
  Community College of Allegheny Co. - South Campus
  Keystone Jr. College
  Manor Jr. College
  Montgomery Co. Community College

Mental Health Tech

- Postsecondary

  Community College of Philadelphia
  Hahnemann University
  Reading Area Community College
  Williamsport Area Community College

Habilitative Services

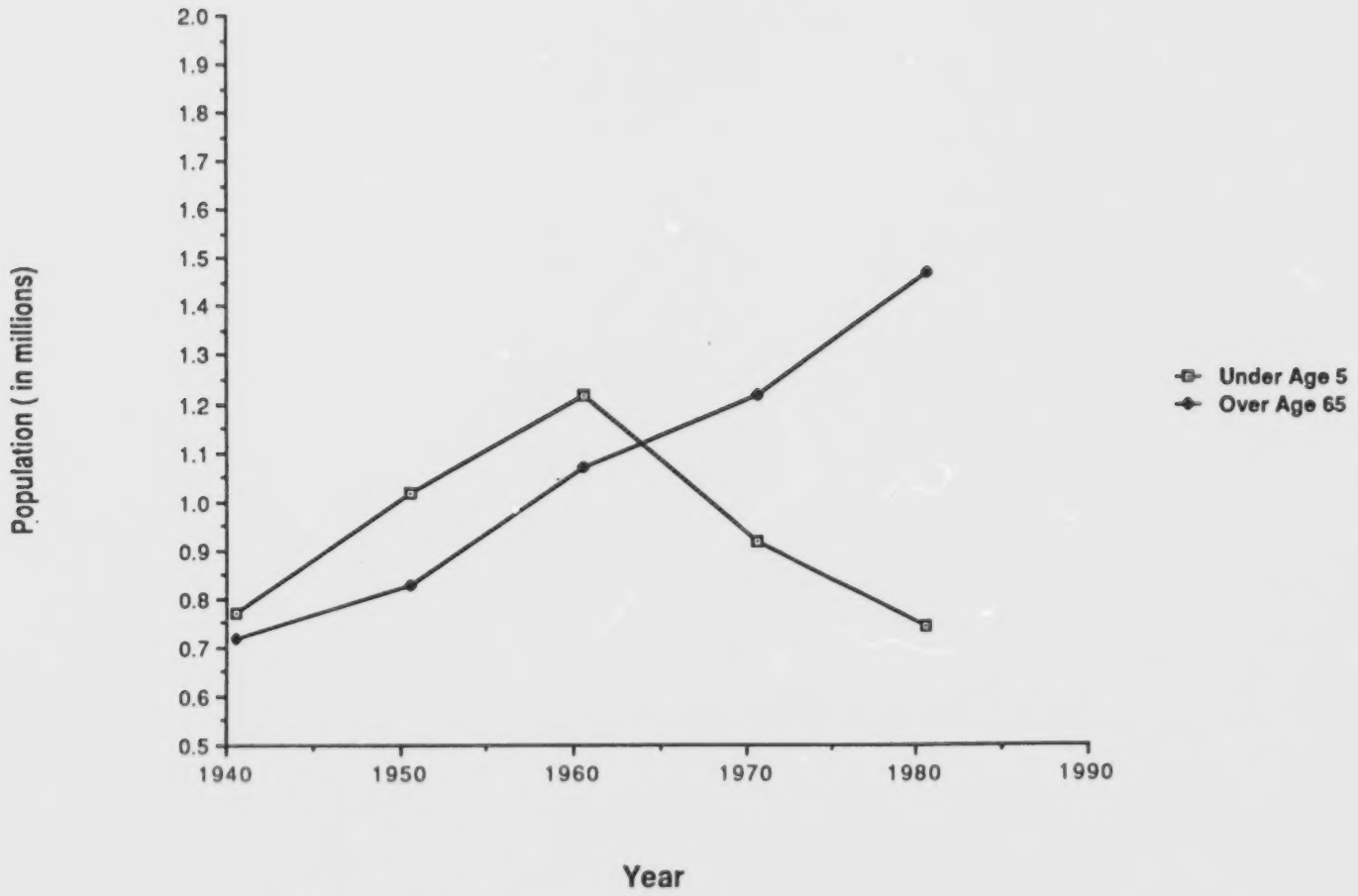
- Postsecondary

  Clarion University of PA
  Venango Campus

Source: Vocational Education Information Management System (VIEMS) 1984-85

FIGURE 4

Youth and Aged in Pennsylvania (1940-1990)



PENNSYLVANIA
PROJECTED EMPLOYMENT CHANGES FOR SELECTED INDUSTRIES
FROM 1985 TO 1995

Fastest Growing by Rate of Change	% Increase
1. Holding & Other Investment Offices	44.8
2. Business Services	42.7
3. Legal Services	33.8
4. Social Services	32.1
5. Miscellaneous Repair Services	28.5
6. Transportation Services	26.0
7. Health Services (Private)	24.4
8. Security, Commodity Brokers & Serv.	22.4
9. Credit Agencies Other Than Banks	21.8
10. Eating & Drinking Places	21.5
11. Transportation by Air	20.3
11. Amusement & Recreation Services	20.3
13. Hotels & Other Lodging Places	19.9
14. Miscellaneous Services	19.5
15. Wholesale Trade - Durable Goods	17.4

PENNSYLVANIA
PROJECTED EMPLOYMENT CHANGES FOR SELECTED INDUSTRIES
FROM 1985 TO 1995

Largest Job Gains by Volume	Employment Gain
1. Health Services (Private)	94,300
2. Business Services	79,900
3. Eating & Drinking Places	53,100
4. Wholesale Trade - Durable Goods	27,600
5. Social Services	22,250
6. Food Stores	19,870
7. Educational Services (Private)	16,000
8. General Merchandise Stores	13,450
9. Miscellaneous Retail	12,900
10. Banking	11,600
11. Insurance Carriers	10,800
12. Legal Services	10,600
13. Miscellaneous Services	10,400
14. Hotels & Other Lodging Places	10,200
15. Special Trade Contractors	8,600

ISSUES ENCOUNTERED IN THE PROJECT

Working cooperatively with related programs on campus in a noncompetitive mode.

Working with the home economics profession.

Working out certification details with State Department of Education, and U.S.O.E.

Resolution of the plan for teacher education at Penn State, which has been under revision.

Structuring the human services teacher education program.

Planning for sites for internships without overusing local sites.

Impacting wages and hiring practices in human services occupations.

Schools Would Offer An Array Of Child-Care Services, Under Proposal

The public school of the 21st century should offer not only education but also serve as the focus of an array of child-care services, says an early childhood education advocate who detailed such a plan at a recent conference.

Speaking at the Elementary School Center's third annual conference in New York City, Edward Zigler, director of Yale University's Bush Center in Child Development and Social Policy, told about 250 of his colleagues that only an institution as reliable as the public schools--with the help of early childhood specialists and the community--can serve what will become a crushing need for high-quality child care by the year 2000.

"In the United States today, there is a two-tiered child-care system," Zigler said. "The more economically advantaged can afford to purchase high-quality child care," while the disadvantaged--those most in need--cannot afford quality care. As a result, "Today in America, hundreds of thousands of children are experiencing child-care environments that hinder their development."

Should Business Pay? Reagan administration proposals to place the child-care burden on the private sector will worsen the problem by the 21st century, Zigler said, when an estimated four in five two-parent families will have both parents working. "We do not ask businesses to pay for education or for health care," said Zigler, who helped launch the Head Start program. "Why ask them to pay for child care?"

"It's too late to use a Band-Aid approach," Zigler told the educators. "We must institutionalize quality child care," and the most logical place to look is the schools. Only there, under the support of state and federal dollars, can the nation's disadvantaged be assured of high-quality child care, he said.

"The central principle of my plan," said Zigler, "is to offer child care of good quality ... through the first 12 years of life." Zigler's proposal would have schools offer child-care programs before, during and after regular school hours and during school vacation; coordinate existing child-care programs in the community; and serve as a parental resource center on child development.

The plan calls for as-yet uncommon cooperation among elementary and early childhood educators: schools would hire separate staffs of early education specialists who would provide child-care services that fit the community's needs.

Taxes, Fees Who would pay for such services? Once most of the nation's women are in the work force, Zigler would institute a national child-care tax. In the interim, he suggested a fee system, whereby each participating family would pay a child-care fee, based on their ability to pay it.

Zigler has gained support from Sens. Christopher Dodd, D-Conn., and Ernest Hollings, D-S.C., who introduced S. 1995, which would authorize $120 million a year for the next three years to set up 60 demonstration projects to institute Zigler's plan. Zigler expects the introduction of a companion bill in the House. An aide to the Senate Children, Family, Drugs and Alcohol Subcommittee, which Dodd chairs, said the panel plans hearings on the child-care issue this month and is expected to emerge with a bill in March.

Zigler's proposal did not emerge overnight. "I've been working on this for 30 years," he said in an interview, adding that it is likely to take another 30 before the public school becomes the hub of child care. "This is a long-term solution," he said; "it's not a short-term panacea to anything." ###

The Ohio State University Report

Submitted by

Ada P. Knight

December 11, 1987

During the month of November 2-3, 1987, I visited the National Research Center at The Ohio State University located in Columbus , Ohio. The primary purpose of this visit was to collect data for the newly established Human Services Project. One of my objective project is to develop a resource library. These materials will be used by home economics teachers to train students to provide information on child care, the elderly or aged, handicapped, mentally retarded and occupational home economics.

Prior to my visit, I talked with Mr. Drew Male over the telephone to inform him of the reasons for my visit. When I arrived on the morning of November 2nd, Mr. Male greeted me and gave a tour of the Research Center facilities. In order that Mr. Male fully understood the kinds of materials I need for the project, I shared the Human Services proposal ideas and articles. After my tour, Mr. Male presented me with a planned schedule of persons that he thought would be beneficial for collecting information for the Human Services project.

The first person I met with was Ms. Margo Izzo, the Director of the Special Needs Project. Ms. Izzo was informed about the Human Services Project. She expressed positive outcomes of the project. She presented me with the following materials:

1. "Older workers what VOC Education can do" by Dence Denniston.

2. "Therapeutic Recreation Innovative Job Training Program" thru Vocational Home Economics, Division of Vocational Education, State Department of Education, Columbus, Ohio 43215.

3. "It Isn't Easy being Special" Here are programs that work: Selected Vocational Programs and Practices for Learners with Special needs.

4. "Community and Home Service," Department of Education, State of Ohio.

5. "Guidance Needs of Special Populations," by The National Center for Research in Vocational Education. The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210.

Next, I talked with Ms. Louise Vetters, who is in charge of the Sex Equality Project. She talked at length, but I have very little useful information, unfortunately, to add to the Human Services project.

The third person I shared with was Ms. Connie Blair. She is the state supervisor of Vocational Home Economics. Ms. Blair had very little information to add to the Human Services project. She talked mainly on non-related matters.

The last person I spent time with was Mr. Scott Samon. Mr. Samon was responsible for a database computer search. I explained in full detail of the Human Service projects (the proposal), related articles, and key terms that was used in the database search. Such terms were: (1) Community Services and the home economist, (2) Occupational Home Economics 1980 to 1987, (3) Home

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economists in Human Services, (4) Child care Aide/Assistant, (5) Family Day Care/Foster Care, (6) Teacher aide, (7) Home attendants, (7) Companion to the Aged, (8) Therapeutic Recreational Assistants, and (9) Home economics involvement with the communities. (Note: The computer printout is attached.)

Also, I shared a collection of articles that Susan Olson and I have scrutinized. These were articles that we thought were excellent.

This trip was an educational experience because seeing huge volumes of information in Vocational Home Economics was uplifting. It gave me a sense of being, and pride of the research that is in Vocational Education which I am a part of. This added greatly to my professional dimensions in home economics education. I am very grateful to have had this experience.

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**********
**********

Set    Items    Description
---    -----    -----------
S1      2605    COMMUNITY SERVICES/DE  (INCLUDES EDUCATIONAL,
                RECREATIONAL, CULTURAL...)
S2      4077    COMMUNITY INVOLVEMENT/DE  (INVOLVEMENT OF A COMMUNITY IN
                ACTIVITIES OR ...)
S3      7407    COMMUNITY SERVICES/DE OR COMMUNITY INVOLVEMENT/DE

S4         0    HOMEECONOMICS/DE
S5      1290    HOME ECONOMICS/DE  (STUDY, BELOW THE POSTSECONDARY LEVEL.
                OF HOM...)
S6      1290    S5
        7407    S3
S7        34    S4 AND S3

Unrecognizable Command

S7/3/1

S7/3/1
DD231529   CE509966
  Exploring the Future of Home Economics.
  Henderson, Carter
  Journal of Home Economics. v72 n2 p22-26 Fall  1980

S7/3/2
DD231528   CE509965
  Looking Back: A Home Economist in 1995.
  Tenoach, Gail G.
  Journal of Home Economics. v72 n2 p27-30 Fall  1980

S7/3/3
DD175018   CE501114
  Consumer Education for Low-Income Families
  Brown, Constance; Garner, Jane A.
  Journal of Home Economics, 70. . 30-1 Jan 1978
```


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Nation's Schools and Colleges. ... [illegible]

6/3/5
[illegible] VT504033
Program for the Aging: How Home Economists Can Be Involved
[illegible]
Journal of Home Economics, 62, 4, 14-16 Apr 1970

6/3/6
EJ006002 VT500465
Future Directions
Carwell, Donald P.
J Home Econ, 61, 6, 425-27 1969 Jun1969

6/3/7
EJ005999 VT500457
Program Since '63
Eckhardt, Elizabeth May
J Home Econ, 61, 6, 410-12 1969 Jun1969

6/3/8
EJ005690 VT500207
HEIM Members in Community Services
Manger, Margaret S.
J Home Econ, 61, 5, 369-370 1969 May1969

6/3/9
ED244857 CG015624
Cooperation: The Missing Ingredient in Consumer Education.
Zelenak, Mel J.
14 Apr 1984
22p.; Paper presented at the American Council on Consumer Interests Conference (Atlanta, GA, April 14, 1984).
EDRS Price - MF01/PC01 Plus Postage.

6/3/10
ED241670 CE030205
Community Services. Institutional, Community, Home Management and Support Services. Course Outline. Home Economics and Consumer Education.
Union County High School District No. 1, Springfield, NJ.
1983
551p.; Some pages of the extensive appendix are not legible because of broken, light type.
Sponsoring Agency: New Jersey State Dept. of Education, Trenton. Div. of Vocational Education and Career Preparation.
EDRS Price - MF03/PC22 Plus Postage.
[illegible]

6/3/11
ED199008 RC012572
Non-Receipt of Federal VEA Funds: Why Some Districts Don't Apply (and Other Issues Related to Rural Vocational Secondary Education).
Hecht, Kathryn A.
Oct 1980
48p.; For related documents, see RC 012 572-579.

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EDRS Price - MF01/PC02 Plus Postage.

6/3/12
ED1[illegible] RC010242
Career and Vocational Education for Small Schools: Guide to Planning and Implementation. Revised.
Lier, Warren, Ed.
Oregon State Dept. of Education, Salem. Career and Vocational Education Section.
1980
99p.; For related document, see RC 010 910. Prepared by Small Schools Career Education Developmental Project of Oregon State Department of Education.
EDRS Price - MF01/PC04 Plus Postage.

6/3/13
ED181652 RC012257
Alternatives and Consequences: Proceedings of the Home Economics-Community Resource Development Regional Conference on Public Policy (Windsor Locks, Connecticut, October, 28-25, 1979).
Northeast Regional Center for Rural Development, Ithaca, N.Y.
Apr 1980
64p.
EDRS Price - MF01/PC03 Plus Postage.

6/3/14
ED162116 CE018310
Career Education from Concept to Implementation--A Working Model.
Paravanian, Sam; And Others
Hammond School City, Ind.
25 Sep 1978
122p.; Not available in hard copy due to poor print quality of original document
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

6/3/15
ED142024 CE012390
Paraprofessionals in Home Economics Programs for Low-Income Families.
Leidenfrost, Nancy B.; And Others
Extension Service (USDA), Washington, D.C. Div. of Home Economics.
Mar 1977
58p.
EDRS Price - MF01/PC03 Plus Postage.

6/3/16
ED112650 FL007102
Vietnamese Refugee Orientation Handbook.
Interagency Task Force for Indochina Refugees, Washington, D.C.
Jul 1975
59p.; Handbook materials were prepared by the Baptist Committee for Refugee Relief; For related documents, see FL 007 100 and FL 007 101
EDRS Price - MF01/PC03 Plus Postage.

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6/3/17
ED107840 CE003942
Organizing Consumer and Homemaking Education Programs for Out-of-School Youth and Adults.
[illegible]

[illegible]
[illegible]
[illegible]
[illegible]
EDRS Price - MF01/PC01 Plus Postage.

6/3/19
ED060167 VT012558
Reflections of the Community: The Community Aide and Consumer and Homemaking Education.
Whisler, Lois
Kern Joint Union High School District, Bakersfield, Calif.
1972
77p.
Sponsoring Agency: California State Dept. of Education, Sacramento. Research Coordinating Unit.
EDRS Price - MF01/PC04 Plus Postage.

6/3/19
ED060160 UD012500
Home and Community Services Occupations: Junior High School.
McCoy, Frances
Houston Independent School District, Tex.
1969
90p.
EDRS Price - MF01/PC04 Plus Postage.

6/3/20
ED050262 VT012919
National Goals and Guidelines for Research in Home Economics.
Association of Administrators of Home Economics.
Oct 1970
22p.
EDRS Price - MF01/PC04 Plus Postage.

6/3/21
ED029217 AC004286
New Careers in Community Service; Proceedings of the Conference-Workshop. (March 27, 1968).
Michigan Univ., Ann Arbor. Center for Continuing Education for Women.
Dec 1968
142p.
EDRS Price - MF01/PC06 Plus Postage.

6/3/22
ED019426 VT001990
A COMMUNITY APPROACH TO STUDENT TEACHING. RESEARCH REPORT NUMBER 4.
PATTERSON, IRENE
State Univ. of New York, Ithaca. Coll. of Home Economics at Cornell Univ.
JUN1966
81P.
EDRS Price - MF01/PC04 Plus Postage.

6/3/23
ED015261 AC001687
TEXAS ADULT MIGRANT EDUCATION. PROGRESS REPORT.
Texas Education Agency, Austin.
JAN1965

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S 1 24
ED211829 AL001529
THE ROLE OF EXTENSION IN ADULT EDUCATION IN A CHANGING COMMUNITY. A PROGRESS REPORT OF RESEARCH CONDUCTED IN THE STATE OF COLORADO.
Acuff, Wendell; Mincks, J. and Others.
Colorado State Univ., Ft. Collins. Cooperative Extension Service.
[illegible]
[illegible]
EDRS Price - MF01/PC01 Plus Postage.

[illegible]
S1 1254 NUTRITION/DE
S2 1200 SE
S3 3154 S7
S4 128 S1 AND S7

[illegible]
S5 128 S3
S6 15419 PHILOSOPHY (CRITICAL EXAMINATION OF THE GROUNDS FOR FUND...)
S10 12 S8 AND PHILOSOPHY

[illegible]

10/3/1
ED205756 CE029748
Adult Occupational Home Economics Education. Standards for Vocational Home Economics Education.
Clayton, Kermeta
Texas Univ., Austin. Dept. of Home Economics.
Jun 1981
198p.; For related documents see CE 029 740-747.
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, D.C.
EDRS Price - MF01/PC08 Plus Postage.

10/3/2
ED205755 CE029747
Adult Consumer and Homemaking Education. Standards for Vocational Home Economics Education.
Clayton, Kermeta
Texas Univ., Austin. Dept. of Home Economics.
Jun 1981
200p.; For related documents see CE 029 740-748.
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, D.C.

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10/3/3
ED205753 CE029743
Postsecondary Consumer and Homemaking Education. Standards for Vocational Home Economics Education.
Clayton, Kermeta
Texas Univ., Austin. Dept. of Home Economics.
Jun 1981
204p.; For related documents see CE 029 740-748.
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, D.C.
EDRS Price - MF01/PC09 Plus Postage.

10/3/4
ED205752 CE029745
Postsecondary Consumer and Homemaking Education. Standards for Vocational Home Economics Education.
Clayton, Kermeta
Texas Univ., Austin. Dept. of Home Economics.
Jun 1981
204p.; For related documents see CE 029 740-748.
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, D.C.
EDRS Price - MF01/PC09 Plus Postage.

10/3/5
ED205752 CE029744
High School Occupational Home Economics Education. Standards for Vocational Home Economics Education.
Clayton, Kermeta
Texas Univ., Austin. Dept. of Home Economics.
Jun 1981
200p.; For related documents see CE 029 740-748.
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, D.C.
EDRS Price - MF01/PC08 Plus Postage.

10/3/5
ED205752 CE029744
High School Occupational Home Economics Education. Standards for Vocational Home Economics Education.
Clayton, Kermeta
Texas Univ., Austin. Dept. of Home Economics.
Jun 1981
200p.; For related documents see CE 029 740-748.
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, D.C.
EDRS Price - MF01/PC08 Plus Postage.

10/3/6
ED205751 CE029743
High School Consumer and Homemaking Education. Standards for Vocational Home Economics Education.
Clayton, Kermeta
Texas Univ., Austin. Dept. of Home Economics.
Jun 1981
204p.; For related documents see CE 029 740-748.
Sponsoring Agency: Office of Vocational and Adult Education (ED),

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10/3/9
ED205750 CE029742
Middle/Jr. High Occupational Home Economics Education. Standards for Vocational Home Economics Education.
Clayton, Kermeta
Texas Univ., Austin. Dept. of Home Economics.
Jun 1981
197p.; For related documents see CE 029 740-748.
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, D.C.
EDRS Price - MF01/PC08 Plus Postage.

10/3/9
ED205749 CE029741
Middle/Jr. High Consumer and Homemaking Education. Standards for Vocational Home Economics Education.
Clayton, Kermeta
Texas Univ., Austin. Dept. of Home Economics.
Jun 1981
204p.; For related documents see CE 029 740-748.
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, D.C.
EDRS Price - MF01/PC09 Plus Postage.

10/3/9
ED205748 CE029740
Elementary Consumer and Homemaking Education. Standards for Vocational Home Economics Education.
Clayton, Kermeta
Texas Univ., Austin. Dept. of Home Economics.
Jun 1981
206p.; For related documents see CE 029 741-748.
Sponsoring Agency: Office of Vocational and Adult Education (ED), Washington, D.C.
EDRS Price - MF01/PC09 Plus Postage.

10/3/10
ED162030 UD018747
Home Economics Unlimited.
Topkin, Doris
Rutgers, The State Univ., New Brunswick, N.J. Training Inst. for Sex Desegregation of the Public Schools.
Aug 1978
45p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C.
EDRS Price - MF01/PC02 Plus Postage.

10/3/11
ED118523 SO009937
Supermarket Project. Teaching Guide.
Florida Univ., Gainesville. Florida Cooperative Extension Service.
18p.; For related documents, see SO 008 934 through 939
EDRS Price - MF01/PC01 Plus Postage.

10/3/12
ED062214 SP007369
Home Economics Curriculum Guide, 7-12.

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[illegible]

[illegible]

[illegible]

NATIONAL VOCATIONAL
HOME ECONOMICS EDUCATION CONFERENCE

February 11, 1988

TO: Susan Weis
Susan Olson

FROM: Bertha G. King
Janice DeBenedetti

SUBJECT: Confirmation of Presentation and Meeting of Concurrent Sessions Presenters and Facilitators
National Vocational Home Economics Education Conference

Thank you for agreeing to be a presenter for a concurrent session during the National Conference that will be held February 20-23, 1988, at the San Francisco Airport Marriott Hotel. Listed below is information about the session to which you have been assigned:

Title of the Presentation Session:	Model for the Preparation of Teachers of Human Services Occupations
Date and Time:	Monday, February 22, 1988 3:30 - 4:30 p.m.
Room:	Monterey
Name of Facilitator:	Joanna Smith, Indiana
Audio Visual Equipment Requested :	Overhead and Screen
Requested Set-Up:	Theater style with lectern
Estimated Attendance:	25

A meeting for all presenters and facilitators will be held on Saturday, February 20, 1988, at 4:15pm in Salons G and H of the hotel. You will receive additional information about your session at that time.

Thank you for your willingness to assist with the conference. We look forward to working with you. If you have any questions, please contact Barbara Blackie, Home Economics Regional Supervisor at (916) 323-9679.

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Texas Tech University

College of Home Economics
Home Economics Education
Box 4170 / Lubbock, Texas 79409-4170 / (806) 742-3037

TO: Occupational Sub-Committee Members
AVA Research Committee

FROM: Betty Stout Betty Stout

RE: Meeting in San Francisco

DATE: February 10, 1988

Bertha King has listed Sunday, February 21, 1988, from 3:30 - 4:30 in room 8024 of the Airport Marriott Hotel as the time and place for our Occupational Sub-committee to meet while attending the National Vocational Home Economics Education Leadership Conference. Check your program to confirm the exact location, since rooms might get changed. I recall that most of us were at last year's Denver meeting and that we made progress toward establishing goals.

Your comments on the Occupational questionnaire have been helpful. Thank you for responding. The instrument has been pilot tested in North Carolina & Texas. Our goal at this meeting would be to work out the guidelines for carrying out a follow-up of Occupational students. We should be getting closer to our goal as a result of this meeting. Please try to attend. I realize several may not be able to attend this meeting; so we will try to get together a short time at AHEA.

"An Equal Opportunity / Affirmative Action Institution"

NATIONAL VOCATIONAL HOME ECONOMICS EDUCATION CONFERENCE

San Francisco Airport Marriott

San Francisco, CA

February 18-24, 1988

THEME:

"TAKING CHARGE OF CHANGE THROUGH VOCATIONAL HOME ECONOMICS EDUCATION"

CONFERENCE OBJECTIVES:

To develop leadership skills for becoming an effective change agent.

To strengthen vocational home economics education programs services and activities.

To share ideas, strategies, materials, and resources related to vocational home economics education as an integral part of vocational education.

To improve vocational home economics education at the local, state, national and international levels.

To expand the expertise of vocational home economics educators by working with business and industry, professional organizations, and related publics.

To review the impact of state and national priorities and concerns on vocational home economics education programs.

- **MODEL FOR THE PREPARATION OF TEACHERS OF HUMAN SERVICES OCCUPATIONS** — MONTEREY

  Presenters: Susan F. Weis, Pennsylvania
  Susan Olson, Pennsylvania

  Facilitator: Joanna Smith, Indiana

  The new Pennsylvania program presents an occupational cluster of human services including child care services, aging services, care of mental health/mentally retarded, community living transition services and family/home management services. This session will explain an articulated model connecting secondary to area community colleges and then to the university level.

- **DEVELOPING FAMILY LIFE EDUCATION PROGRAMS** — SANTA CLARA

  Topic 1: DEVELOPING PROGRAMS IN HUMAN SEXUALITY IN COORDINATION WITH HEALTH EDUCATORS

  Presenters: Linda Johnson, Kansas
  Barbara Havlicek, Kansas

  Facilitator: Emma King, Washington DC

  Kansas has a state mandate to provide quality instruction in human sexuality. This program is provided for grades K though 12 with technical assistance in implementation provided to local school sites.

  Topic 2: A COMMUNITY OF CARING

  Presenter: Sharron Glasscock, Virginia

  Facilitator: Emma King, Washington DC

  This program demonstrates how a local school with a high pregnancy rate, the Virginia Department of Education, the Joseph P. Kennedy, Jr. Foundation and a Fortune 100 company are sponsoring a program in family life education.

PVEC-88
Presentation

Presenters: Mary Laeger-Hagemeister
Ada Knight
Penn State University

This presentation will explore the development of a new secondary vocational cluster in Human Services, which includes child care services and care of the handicapped and elderly.

Audience: Vocational Administrators

Contact: Susan Olson
Project Associate
212 Rackley Building
Home Economics Education
Penn State
University Park, PA 16802

Estimated attendance: 25-30

Equipment needed - overhead projector
- slide projector
- tape player

LEBANON COUNTY AREA VOCATIONAL-TECHNICAL SCHOOL

833 Metro Drive
Lebanon, Pennsylvania 17042
(717) 273-6551

April 15, 1988

Susan Olson
Instructor
119 Rackley Building
Penn State University
University Park, PA 16802

Dear Ms. Olson:

I am in receipt of your letter of March 15, 1988 requesting time on the VAP's agenda. We would be happy to have you meet with our group on May 4th at 10:00 a.m. at the Sheraton Inn-East in Harrisburg (near I-83 and Union Deposit Road). My secretary tried calling you today and left a message for you to call the school. Feel free to do this if you have any questions.

Sincerely,

Peter K. Uhlig
VAP President

PKU:jn

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Farm management educational program workshop

Dr. Donald L. Mincemoyer

On June 29 and 30, 1987, Dr. Donald L. Mincemoyer conducted the annual Farm Management Educational Program workshop on Penn State's University Park Campus. He was assisted by Gary Weimer, a graduate assistant who has been designated as the Pennsylvania Young Farmer's Association Educational Coordinator.

Penn State has traditionally conducted the annual workshop in conjunction with the Pennsylvania Department of Education. This year, the Pennsylvania Young Farmer's Association donated $10,000 to continue this state wide program, which helps farmers with farm financial management.

The College of Agriculture has developed a computerized farm management education program to be used by high school vocational agriculture teachers and extension agents who work with adult farmers. With the program, farmers will be able to analyze their farm financial records over the past few years and make projections for future years. The approximately forty vocational agriculture teachers and extension agents who attended this year's workshop learned to use the computer program and attended other sessions related to farm financial management. Next year's workshop is scheduled for June 27 and 28, 1988. For further information contact Dr. Donald Mincemoyer, 111 Armsby Building, The Pennsylvania State University, University Park, PA 16802, or call (814) 863-3824.

(Portions of this article were taken from the *Lancaster Farming* newspaper.)

Teacher education program in human services

Susan Shirey Olson

The Home Economics Education Program at Penn State has received funding from the Pennsylvania Department of Education to develop a unique occupational home economics teacher education program. The new program presents an occupational cluster of human services including child care services, aging services, services in mental health/mental retardation, community living transition services, and family/home management services.

Between 1980 and 1990, the Pennsylvania Occupational Information System Labor Demand-Supply Relationship Component estimates there will be a need for 29,838 trained persons in the human services area. This evolution in human services has occurred as a result of changes in our population, changes in our economy, and changes in societal attitudes regarding work and home life-styles.

Dr. Susan F. Weis, professor-in-charge of home economics education at Penn State, is project director. Susan Shirey Olson, instructor in home economics education and a doctoral candidate in vocational education at Penn State, is serving as the project associate. Ada Knight, a doctoral candidate, and Mary Laeger-Hagemeister, a master's degree candidate, both in home economics education, are serving as graduate assistants on the project. Inquiries about the project may be directed to Susan Shirey Olson, 212 Rackley, The Pennsylvania State University, University Park, PA 16802, or by calling (814) 863-3859.

PHEA newsletter 58 (3)

COMMITTEE NEWS

"Marketing" Home Economics *(continued from page 3)*

Videotape these sessions for use in future publicity, perhaps with the school board or a community group.

Do you keep your principal informed of:

- major topics and activities
- new curriculum ideas
- ways English, Math and Science skills are being applied in home economics?

Your advisory council members can provide an effective public relations channel if you:

- select members representative of the broader community
- choose members who can be influential spokespersons
- involve members actively in program re-structuring

Do you actively participate in community and professional organizations, at the local, district, state and perhaps national levels? Keeping up-to-date with your profession is a necessity and a responsibility. Promote your own skills and talents through involvement in these organizations. This can be a vital link in the development of a dynamic public relations campaign for your program.

For additional ideas and strategies on promoting home economics, refer to:

Illinois Teacher, Vol. 30 No. 3
January-February 1987.
University of Illinois
350 Education Bldg.
1310 S. 6th St., Champaign, IL 61820.

Tips and Topics. Vol. 26 No. 4
Summer 1986.
College of Home Economics
Texas Tech University
P.O. Box 4067
Lubbock, Texas 79409-4067

Momentum. Vol. 3 No. 1 Fall 1985.
Momentum. Vol. 4 No. 1 Fall 1986.
South-Western Publishing Co.
5101 Madison Road
Cincinnati, OH 45227

Put your creativity in gear, and promote Home Economics as vital to the improvement of individual and family life.

A Scavenger Hunt Seek and Find Award Winners

by Ruth Anne Mears
Vice President of Internal Relations

Home economists are doing wonderful things in Pennsylvania! Let's find them! Go on a scavenger hunt and find nominations for PHEA awards. Let's brag about what is happening in the large urban and small isolated areas in Pennsylvania where home economists are making the difference in family life. We need to identify and reward hard working, capable, and outstanding individuals across the state who are serving families through home economics.

Everyone can participate in this scavenger hunt. Just find the following people and use the forms enclosed in this newsletter to nominate people you have found. Complete the forms and mail to the appropriate people. *Then, write and tell me you have found someone for each category (except the scholarship winners) and the people you nominated.* If you can find someone in each of the first three categories and at least one winner, you will receive a special prize during the awards banquet.

Seek and find a Teacher of the Year. This award is for a home economics teacher who is a member of PHEA and is outstanding. We have several such teachers in Pennsylvania. Let's nominate twenty teachers for this award. The winner in Pennsylvania also competes at the national level, so let's put Pennsylvania on the map as having the best teacher in the nation.

Seek and find an Outstanding Home Economist. Whom do you know that represents the best of us? Let's tell them they are an award winning professional!

Seek and find a Friend of Home Economics. This is award recognizes a non-home economist for his/her contributions to the profession. Do you have a supportive advisory committee member, administrator, guidance counselor, parent, community member, etc?

Seek and find Undergraduate and Graduate Scholarship nominations. PHEA members who are students have the opportunity to win cash to support their studies. For graduate scholarships, contact Victoria Marie Gribschaw, Seton Hill College, Greensburg, PA 15601, Phone (412) 834-2200. For undergraduate scholarships contact Robin Davis, 508 E. Washington St., Nanticoke, PA 18634, Phone (717) 735-2095.

Seek and find examples of excellence in home economics!

COLLEGE/ UNIVERSITY NEWS

Penn State Develops a Teacher Ed Program in Human Services

by Susan Shirey Olson, Instructor
Home Economics Education, Penn State

The Penn State Home Economics Education department has received funding from the Pennsylvania Department of Education to develop a unique occupational home economics education teacher education program. The new program presents an occupational cluster of human services including child care services, aging services, care of mental health/ mentally retarded, community living transition services and family/home management services.

Between 1980 and 1990, the Pennsylvania Occupational Information System Labor Demand-Supply Relationship Component estimates there will be a need for 29,828 trained persons in the human services area. This evolution in human services has occurred as a result of changes in our population, changes in our economy and changes in societal attitudes regarding work and home lifestyles.

Dr. Susan F. Weis, Professor-in Charge of Home Economics Education at Penn State, is the project's director. Susan Shirey Olson, instructor in the Home Economics Education Department and a doctoral candidate in vocational education at Penn State, is serving as the project associate. Ada Knight, a doctoral candidate in Home Economics Education and Mary Laeger-Hagemeister, a master's degree candidate in home economics education, are both serving as graduate assistants on the project.

SMS Fall Workshop

Students from Penn State, Mansfield, Mercyhurst and IUP attended the annual Fall Workshop at IUP on Saturday, October 24. Speakers in the morning session focused upon the home economist's role in ecology and on managing stress. Guests included PHEA President-elect Hilary Zubritzky and Executive Secretary Linda Schaeffer. Plans for the rest of the year and participation in PHEA Annual Meeting in Reading were part of the agenda in the afternoon business meeting.

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MEETING THE NEEDS OF HOME ECONOMICS STUDENTS AND TEACHERS: A POTPOURRI OF TOPICS & ISSUES

Program Schedule

All sessions will meet in the Colonial Room at the Nittany Lion Inn unless otherwise stated.

FRIDAY, MARCH 18, 1988

REGISTRATION AND COFFEE	9:30 a.m. - 10:00 a.m.
MEETING FOR THOSE TAKING THE WORKSHOP FOR ONE COLLEGE CREDIT	9:45 a.m. - 10:00 a.m.
WELCOME **Dr. Susan F. Weis**, Professor-in-Charge Home Economics Education The Pennsylvania State University	10:00 a.m. - 10:15 a.m.
INTRODUCTION **Nancy B. Erwin**, Workshop Coordinator The Pennsylvania State University	10:15 a.m. - 10:30 a.m.
SPORTS NUTRITION **Madeline Monaco**, Coordinator and Instructor The Penn State Nutrition Education Resource Center	10:30 a.m. - 12:00 noon
LUNCH	12:00 noon - 1:00 p.m.
TOWARD CONGRUITY BETWEEN AIMS AND PRACTICES IN HOME ECONOMICS EDUCATION **Dr. Edith E. Baldwin**, Assistant Professor The Pennsylvania State University	1:15 p.m. - 2:15 p.m.
OCCUPATIONAL HOME ECONOMICS: A HUMAN SERVICES CLUSTER APPROACH **Susan S. Olson**, Instructor The Pennsylvania State University	2:15 p.m. - 3:15 p.m.
BREAK	3:15 p.m. - 3:30 p.m.
PROFESSIONAL COMPETENCE **Dr. Yvonne S. Gentzler**, Assistant Professor The Pennsylvania State University	3:30 p.m. - 4:30 p.m.
PROPOSAL UPDATE **Dan Butz**, Vocational Consultant The Pennsylvania Department of Education	4:30 p.m. - 5:00 p.m.

DINNER ON YOUR OWN	5:00 p.m. - 6:30 p.m.
COMPUTER LAB WORKSHOP **Susan S. Olson (and staff)** Career Studies Computer Center Director The Pennsylvania State University Will be held in 110B Rackley Building	6:30 p.m. - 9:00 p.m.

SATURDAY, MARCH 19, 1988

CAREER EXPLORATION FOR SPECIAL NEEDS STUDENTS **Michael G. Erwin**, Instructor The Pennsylvania State University	8:30 a.m. - 9:30 a.m.
TEEN PREGNANCY **Mary Laeger-Hagemeister**, Graduate Assistant The Pennsylvania State University	9:30 a.m. - 10:30 a.m.
COFFEE BREAK	10:30 a.m. - 10:45 a.m.
PROMOTING HOME ECONOMICS PROGRAMS YOUR TICKET FOR LIFE: HOME ECONOMICS **Kathleen Honacki, Nanette McGrath, Mary Frances Marsh, and Shirley Neal** Teachers in Pennsylvania	10:45 a.m. - 11:45 a.m.
CONCLUDING REMARKS	11:45 a.m. - 12:00 noon
LUNCH ON YOUR OWN	12:00 noon - 1:00 p.m.
WORKING SESSION FOR THOSE WHO ARE TAKING THE WORKSHOP FOR ONE COLLEGE CREDIT Will be held in 214 Rackley Building	1:00 p.m. - 3:00 p.m.

Fulton County Vocational Education Consortium

151 East Cherry Street McConnellsburg, PA 17233

PHONE: 717-485-5813

CENTRAL FULTON SCHOOL DISTRICT
Robert E. Swadley
Superintendent

FORBES ROAD SCHOOL DISTRICT
Charles R. Dunn
Superintendent

SOUTHERN FULTON SCHOOL DISTRICT
William E. Printz
Superintendent

CHERYL A. JOHNSTON — DIRECTOR

January 13, 1988

Mary Laeger-Hagemeister
Pennsylvania State University
212 Rackley Building
University Park, PA 16802

Dear Mary,

Please find enclosed directions to McConnellsburg High School. As I indicated, lunch will be offered at 11:30 and a place has been reserved for you. Your presentation is scheduled for 12:15-1:45.

We look forward to having you with us for our Home Economics In-service on Tuesday, January 26. If I can be of any further assistance, please do not hesitate to call me.

Sincerely,

Cheryl Johnston
Vocational Director

Equal Opportunity School Districts

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APPENDIX K

Resource Library Materials

HUMAN SERVICES RESOURCES TITLE	DATE ORDERED	DATE RECEIVED	SOURCE	QUANTITY ORDERED	PRICE
DACUM HANDBOOK	10/2/87	11/24/87	THE NATIONAL CENTER FOR RESEARCH IN VOCATIONAL EDUCATION	2	$35.00
			THE OHIO STATE UNIVERSITY		
			1960 KENNY ROAD		
			COLUMBUS, OHIO 43210		
SERVING STUDENTS WITH	10/7/87	RETURNED	*DIVISION OF VOCATIONAL, ADULT, AND COMMUNITY EDUCATION	1	$48.00
SPECIAL EXCEPTIONAL NEEDS		1/29/88	DEPARTMENT OF EDUCATION		
			KNOTT BUILDING		
			TALLAHASSEE, FL 32301		
FUNDAMENTALS OF HUMAN CARE SERVICES	10/7/87	11/24/87	SAME ADDRESS AS IMMEDIATELY ABOVE	10	$20.00
WORKING WITH THE AGED	10/7/87	11/24/87	SAME ADDRESS AS ASTERISKED ABOVE.	1	$6.00
CHILD CARE AIDE, TEACHER'S MANUAL	10/7/87	11/24/87	SAME ADDRESS AS ASTERISKED ABOVE.	3	$36.00
COMPETENCIES FOR EDUCABLE MENTALLY	10/7/87	11/24/87	SAME ADDRESS AS ASTERISKED ABOVE.	2	$40.00
HANDICAPPED STUDENTS IN HOME ECONOMICS					
MEALTIME FOR PEOPLE WITH HANDICAPS: A	12/4/87	1/4/88	CHARLES C. THOMAS, PUBLISHER	1	$15.25
GUIDE FOR PARENTS PARAPROFESSIONALS AND			SPRINGFIELD, IL		
ALLIED HEALTH PROFESSIONALS					
COMMUNICATION SKILLS FOR HELPING PROFESSIONS	12/4/87	1/4/88	CHARLES C. THOMAS, PUBLISHER	1	$21.75
EFFECTIVE MEALTIME AND FOOD PREPARATION	12/4/87	1/4/87	SAME AS ABOVE	1	$5.00
FOR THE MENTALLY RETARDED/DEVELOPMENTALLY					
DISABLED COMPREHENSIVE AND INNOVATIVE					
TEACHING METHODS					
CONSUMER INFORMATION CENTER	10/19/87	10/31/87	K. WOOD		
PAMPHLETS, LEAFLETS, ETC			CONSUMER INFORMATION CENTER - C	1	13.25
1 EDUCATION, SOCIAL SERVICE AND RELATED			P.O. BOX 100		
OCCUPATION 102R			PUEBLO, CO 81002		

2 OCCUPATIONAL OUTLOOK QUARTERLY 250R					
3 OUTLOOK FOR COLLEGE GRADUATE AND PH.D. 171R					
4 TOMORROW'S JOBS 106R					
5 GOOD SECONDARY SCHOOLS WHAT MAKES THEM TICK? 182R					
ASSISTANCE SERVICES FOR THE ELDERLY	10/19/87		HOME ECONOMICS CURRICULUM CENTER		
			TEXAS TECH UNIVERSITY		
			P.O. BOX 4064		
					$18.00
STUDENT MODULE	11/2/87	12/21/87	UNIVERSITY OF WISCONSIN-MADISON	1	
			PUBLICATIONS UNITS		
			265 EDUCATIONAL SCIENCE BUILDING		
			1025 W. JOHNSON STREET		
			MADISON, WI 53706		
					TOTAL FOR BOTH
TEACHER MODULE	11/2/87	12/21/87	SAME ADDRESS AS IMMEDIATELY ABOVE.	1	$9.90
PA A GUIDE TO CHILDCARE REGULATIONS	11/17/87	1/8/88	* NAEYC	1	
			1834 CONNECTICUT AVE., N.W.		
			WASHINGTON, DC 20009-5786		
CAREERS IN EARLY CHILDHOOD EDUCATION	11/17/87	1/8/88	SAME ADDRESS AS IMMEDIATELY ABOVE.	1	
IN WHOSE HANDS A DEMOGRAPH FACT SHEET ON CHILDCARE PROVIDERS	11/17/87	1/8/88	SAME AS ADDRESS ASTERISKED ABOVE.	1	

TITLE	DATE ORDERED	DATE RECEIVED	SOURCE	QUANTITY	PRICE
OPENING YOUR DOOR TO CHILDREN: HOW TO	11/17/87	1/8/88	SAME ADDRESS AS ASTERISKED ABOVE	1	
START A FAMILY DAYCARE PROGRAM					
					NAEY C TOTAL
A GROWING CRISIS IN CHILDCARE	11/17/88	1/8/88		1	$15.00
WORKING UNDER THE SAFETY NET	10/19/87	11/4/87	* SAGE PUBLICATION INC.	1	$9.95
			P.O. BOX 5084, NEWBURY PARK, CA 91359		
PURCHASE OF SERVICE	10/19/87	11/4/87	SAME ADDRESS AS IMMEDIATELY ABOVE		
UNDERSTANDING SOCIAL NETWORK	10/19/87	11/4/87	SAME ADDRSS AS ASTERISKED ABOVE.	1	$9.95
NEEDS ASSESSMENT	DID NOT RECEIVE	SAME ADDRESS	1	$9.95	
MANAGING HUMAN SERVIC PERS	10/19/87	11/4/87	SAME ADDRSS AS ASTERISKED ABOVE.	1	$9.95
IMPLEMENTING CHANGE	10/19/87	11/4/87	SAME ADDRESS AS ASTERISKED ABOVE.	1	$25.00
SOCIAL NETWORK AND MENTAL HEALTH		DID NOT RECEIVE	SAME ADDRESS AS ASTERISKED ABOVE.	1	$14.95
SPECIAL SUPPORT STRATEGIES	10/19/87	11/4/87	SAME ADDRESS AS ASTERISKED ABOVE.	1	$2.45
					HANDL. $1.26
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PREPARING EDUCATION MATERIALS FOR CHILD	1/14/88	2/11/88	* VOCATIONAL EDUCATION SERVICE	1	$4.40
AND DAY CARE SERVICES (INSTRUCTOR)			UNIVERSITY OF ILLINOIS		
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MO-2091 INSTRUCTOR'S GUIDE		1/14/88		1	$6.25
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MO-209A ADDITIONAL LEARNING ACTIVITIES		1/14/88		1	$400

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HUMAN SERVICES INTRODUCTION	5/2/88	5/18/88	JOHN WILEY & SONS 605 THIRD AVENUE N.Y., N.Y. 10158	1	$31.00
CARING FOR CHILDREN BY MARY WANDA DRAPER & HENRY E DRAPER		10/23/88	CHARLES A. BENNETT CO., INC. PEORIA, IL 61614	1	
CHILD GROWTH AND DEVELOPMENT BY ELIZABETH B MURDOCK		10/23/88	WEBSTER DIVISION, MCGRAW-HILL BOOK CO. NEW YORK, N.Y.	1	
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HELPING PROFESSIONALS WITH FAMILIES WITH HANDICAPPED CHILDREN BY KATHLEEN DEVEREUX DELUCA AND SANDRA SALERNO			CHARLES C. THOMAS 2600 SOUTH FIRST STREET SPRINGFIELD, IL 62717	1	$26.00 EST. PRICE
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			GARRETT RUSSELL		
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			MINNEAPOLIS, MN 55405		

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Human Services Agencies

Human Services Agencies

Nanny Concept and Services, Inc.
110 Morgan Landing Drive
Atlanta, Georgia 30350
404-399-6186

National Academy of Nannies, Inc.
3665 Cherry Creek Drive North
Denver, Colorado 80209
303-333-NANI

American Nurse's Association
2420 Pershing Road
Kansas City, Missouri 64108

American Association of Occupational Health
50 Lenox Pointe
Atlanta, Georgia 30324
800-241-8014

Library for Blind and Physically Handicapped
Library of Congress
Washington, D. C. 20542
202-287-9287

Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091
703-620-3660

Office of Special Education and Rehabilitation Services
U. S. Department of Education
Washington, D. C. 20202

Association of Children and Adults with Handicaps
4156 Liberty Road
Pittsburgh, Pennsylvania 15234

Waisman Center - Mental Retardation
University of Wisconsin - Madison
1500 Highland Avenue
Madison, Wisconsin 53705-2280

National Easter Seal Society
2023 West Ogden Avene
Chicago, Illinois 60612

National Association of Physically Handicapped
76 Elm Street
London, Ohio 43140

Blindness and Visual Services
Commerce Park 5000 Sixth Avenue
Altoona, Pennsylvania 16602
814-946-7330

National Association for Severely Handicapped
2235 Cedar Lane
Vienna, Virginia 22180
703-560-6800

American Printing House for the Blind
1839 Frankfort Avenue
Louisville, Kentucky 40206

Association for Educational Rehabilitation of Blind
206 N. Washington Street, Suite 320
Alexandria, Virginia 22314
703-548-1884

Council for Learning Disabilities
P.O. Box 40303
Overland Park, Kansas 66204
913-492-8755

Association for Retarded Citizens
2501 Avenue J, P.O. Box 6109
Arlington, Texas 76005

Program in Human Services
Community College of Denver
1111 West Colfax Avenue, Box 950
Denver, Colorado 80204
303-556-2423

Muscular Dystrophy Association
810 Seventh Avenue
New York, New York 10019
212-586-0808

President's Committee on Employment
1111 20th Street, N. W., Suite 636
Washington, D. C. 20036
202-653-5044

Strawberry Fields, Inc.
1515 Science Street
State College, Pennsylvania 16801
814-234-6023

Sister Kenny Institute
800 East 28th Street, Chicago Avenue
Minneapolis, Minnesota 55407
612-863-4400

National Association of County Governments
4400 First Street, N. W.
Washington, D. C. 20001
202-393-6226

PAHHA
2400 Park Drive
Harrisburg, Pennsylvania 17110
717-657-7605

Mainstream, Inc.
1030 15th Street, N. W.
Washington, D. C. 20005
202-898-1400

Pennsylvania Association for the Blind
2843 North Front Street
Harrisburg, Pennsylvania 17110-1284
717-234-3261

International Center for the Disabled
340 East 24th Street
New York, New York 10010
212-679-0100

National Organization for Human Services Education
Georgia State University
University Place
Atlanta, Georgia 30303-3083

National College of education
2840 Sheridan Road
Evanston, Illinois
312-256-5150

Human Services Program
Southeast Community College
8800 O Street
Lincoln, Nebraska 6850

Human Services Program
Metropolitan State College
1006 11th Street, Box 12

Denver, Colorado 80204

National Association of State Mental.
Retardation Agencies
113 Oronoco Street
Alexandria, Virginia 22314
703-683-4202

National Association of State Mental
Retardation Agencies
1101 King Street, Suite 160
Alexandria, Virginia 22314
703-739-9333

Curriculum for Child Care
West Virginia Department of Education
Capital Complex
Charleston, West Virginia 25305

ERIC Clearinghouse
1960 Kenny Road
Columbus, Ohio 43210-1090
614-486-3655

Master's Degree in Human Services
University of Wisconsin-Green Bay
Graduate Studies, TH335
Green Bay, Wisconsin 54301-7001
4144-465-2484

Project Play! Inc.
8 Farrington Street, #2
Arlington, Massachusetts 02174
617-641-0099

Curriculum for Working With Homeless
Mentally Ill
Lorence A. Long University
LaGuardia Community College
31-10 Thomson Avenue

Long Island City, New York 11101

Syllabus for Human Service Program
School of Family Studies University
University of Connecticut
Storrs, Connecticut 06168

Degree in Human Services
University of Hartford
200 Bloomfield Avenue
West Hartford, Connecticut 06117
203-243-4520

Degree in Human Services
Milwaukee Area Technical College
1015 North Sixth Street
Milwaukee, Wisconsin 53203

U. S. Department of Health and Human
Services
3700 East-West Highway
Hyattsville, Maryland 20782

American Society on Aging
833 Market Street, Suite 516
San Francisco, California 94103
415-543-2617

National Council on the Aging
600 Maryland Avenue, S. W.
Washington, D. C. 20024
202-479-1200

Centre Home Care, Inc.
221 West High Street
Bellefonte, Pennsylvania 16823-1385
814-355-2273

National Association of Social Workers
7981 Eastern Avenue
Silver Springs, Maryland 20910
301-565-0333

Child Care Information Center
532 Settler Landing Road
Hampton, Virginia 23669
804-722-4495

Penn State University Center for Child and
Adolescent Development
107 Amy Gardner House
The Pennsylvania State University
University Park, Pennsylvania 16802
814-863-2539

American Occupational Therapy
Association
1383 Piccard Drive, P. O. Box 172
Rockville, Maryland 20850-4375
301-948-9626

APPENDIX M

Management Plan and Program Goals

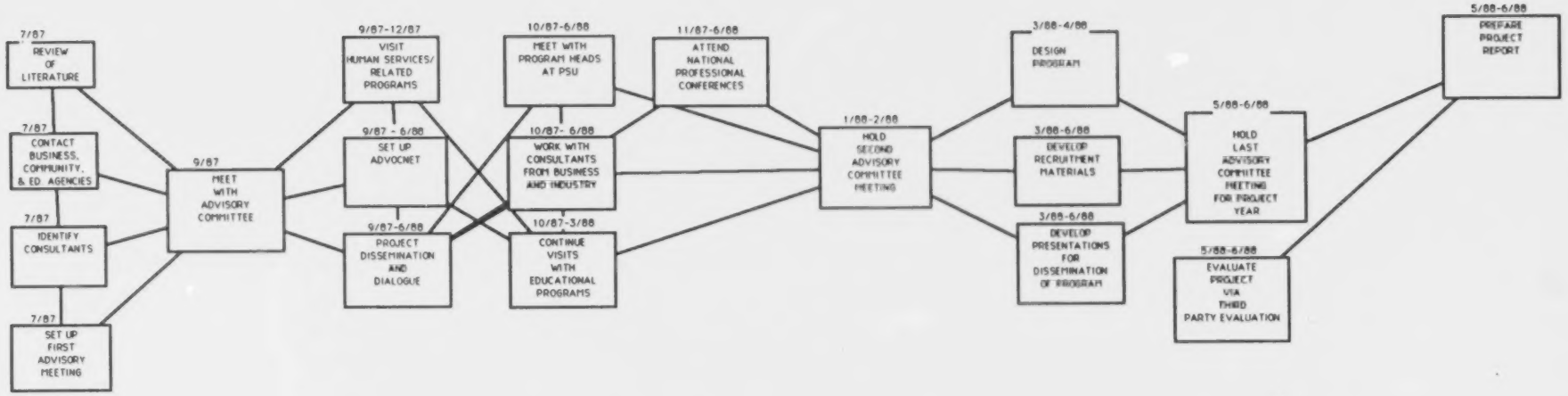
7/87
REVIEW OF LITERATURE
7/87
CONTACT BUSINESS, COMMUNITY, & ED. AGENCIES
7/87
IDENTIFY CONSULTANTS
7/87
SET UP FIRST ADVISORY MEETING
9/87
MEET WITH ADVISORY COMMITTEE
9/87-12/87
VISIT HUMAN SERVICES/ RELATED PROGRAMS
9/87 - 6/88
SET UP ADVOCNET
9/87-6/88
PROJECT DISSEMINATION AND DIALOGUE
10/87-6/88
MEET WITH PROGRAM HEADS AT PSU
10/87- 6/88
WORK WITH CONSULTANTS FROM BUSINESS AND INDUSTRY
10/87-3/88
CONTINUE VISITS WITH EDUCATIONAL PROGRAMS
11/87-6/88
ATTEND NATIONAL PROFESSIONAL CONFERENCES
1/88-2/88
HOLD SECOND ADVISORY COMMITTEE MEETING
3/88-4/88
DESIGN PROGRAM
3/88-6/88
DEVELOP RECRUITMENT MATERIALS
3/88-6/88
DEVELOP PRESENTATIONS FOR DISSEMINATION OF PROGRAM
5/88-6/88
HOLD LAST ADVISORY COMMITTEE MEETING FOR PROJECT YEAR
5/88-6/88
EVALUATE PROJECT VIA THIRD PARTY EVALUATION
5/88-6/88
PREPARE PROJECT REPORT

Figure 2
Program Goals 1987 to 1991

Year 1 1987-88	Year 2 1988-89	Year 3 1989-90	Year 4 1990-1991
1. Develop program plan A. Needs assessment B. Identify program plan and components	1. Implement Pilot Program at secondary level in selected central Pennsylvania institutions based on needs. Plan postsecondary Pilot test	1. Implement Pilot at postsecondary level Plan Pilot teacher education components and install at PSU	1. Evaluate Pilot test at all levels. Begin teacher education program at PSU.
2. Identify and establish networks A. Install ADVOCNET	2. Refine and expand electronic network capabilities	2. Install electronic networking involving education, employers, and social service agencies	2. Refine and improve network capabilities
3. Establish an ad hoc advisory group	3. Continue to work with advisory group and expand membership in group as indicated	3. Continue to work with advisory group and expand membership in group as indicated	3. Interact with policy makers, legislators, and educational/labor leaders to upgrade human services occupations and credentialing
4. Disseminate program information A. through networks with educational institutions, social services agencies, and employers B. with heads of related programs at the University C. develop brochures and program information materials	4. Explore technology for program dissemination within state; expand dissemination efforts to publicize program	4. Disseminate information via all established channels	4. Improve all dissemination activities showing effectiveness
5. Develop resource library	5. Explore electronic networking with existing resource centers, libraries, databases, etc.	5. Improve human services resource materials in collection	5. Explore linkages with national and international information exchanges
6. Establish liaison with educational and employers in human services	6. Strengthen liaisons at all levels of impact	6. Use liaisons for student recruitment, placement, internships, and practica	6. Expand effective liaisons, install into PSU's Commonwealth Educational System

APPENDIX N

Review of Literature

REVIEW OF LITERATURE

HUMAN SERVICE OCCUPATIONS

TEACHER EDUCATION

MAY, 1988

SUSAN S. OLSON
PROJECT ASSOCIATE

REVIEW OF LITERATURE

RATIONALE FOR HUMAN SERVICES OCCUPATIONS PROGRAM DEVELOPMENT

Introduction

Families represent the primary source of care for dependent individuals, both young and old. Ideally, formal human services should only be used when necessary as a supplement to informal assistance from family members. Yet, the family structure in Pennsylvania, and nationally, is undergoing some dramatic changes which make it more difficult for families to provide needed care. The changes include the following.

1. One parent households have increased by 60% between 1970 and 1980 with one parent households accounting for 8% of all family households.

2. The proportion of women who are working has increased by 27% between 1970 and 1980.

3. The majority of children now have mothers working outside the home.

4. Many elderly individuals needing long-term care have children who are elderly. (Cullen, Kratz, and Olson, 1986, p. 5)

The need for workers in this field has occurred as a result of changes in our population, changes in our economy and changes in societal attitudes. Pennsylvania ranks second only to Florida in the number of retired citizens within its borders. It is projected that by the year 2000, 25% of the Pennsylvania population will be over the age of 65 years. The main population providing care for young children, the handicapped and the aging is women. Forty-six percent of the workforce in Pennsylvania is now composed of women, with 25% having children being raised by single mothers.

According to the Pennsylvania Occupational Information System: Microcomputer Version (Fall,1987), child care services showed an annual demand for 3,724 persons, with an annual supply of 671 persons. Institutional and home management services, including only those jobs related to human services, showed an estimated annual demand of 424 and as estimated annual supply of 97 persons. According to the Pennsylvania Occupational Trends and Outlook for Civilian Employment, 1984 and Projected 1995 (Summer, 1987), it is estimated that between 1984 and 1995 there will be a need for 2, 852 child care service workers and 3,732 social service aides. The National Organization for Human Services Education stated that there is a growing shortage of human service programs with the projection that by 1994 the industry will lack half of the workers it needs (The National Organization for Human Services Education Conference, Philadelphia, Pennsylvania, October 24, 1987).

According to Hanson, Anderson, Meszaros, Norman, Woerner and Wybourn,

> ... families and persons being served in their homes need home environmental management and social science, there is a greater need for the generalist in human services. Home care workers is an umbrella term for the paraprofessionals who earn their wages in homes on a temporary or long term basis. Workers may be needed because of illness or crisis in the home or as a convenience for persons who need help with tasks connected with house and family. The human services worker is called homemaker, homemaker health aide, home health aide, personal care aide, companion attendant aide, housekeeper, community home care aide, and child care worker. (1980, p. 27)

According to the United States Department of Health and Human Services, the U. S. population is aging. By the year 2030, there will be 65 million older people, many of whom will need the help of another person or a special aide to perform personal care or household activities; and many of the estimated four million persons

with developmental disabilities live at home and also may need the help of another person. The ability of family caregivers to continue to be caregivers is being challenged. Women, the traditional caregivers, are now working outside the home. Employers are becoming more involved in caregiver issues as they search for ways to assist their employees with the care of dependent family members to help reduce absenteeism and increase employee morale and productivity. "Changes in the American economy necessitate more options that help families continue to be effective caregivers", said Phillip N. Hawkes, United States Department of Health and Human Services (Family Caretaker Project, 1987).

Demographic trends and projected increases in labor force participation rates among women suggest that in the future, work and family obligations may conflict with caregiving responsibilities to a greater extent than is true today. Some family caregivers are both parents of dependent children and of elderly relatives. In 1982, almost one-fifth of all caregivers, one-fourth of the caregivers of children, and one-third of the caregivers of others reported having children under 18 years of age in their households. The burden for workers responsible for care to children and the elderly is expected to be especially great in the years of the next century when the baby boom cohort largely constitutes the members of the elderly population. Many persons then aged between 45 to 49 years will have to support both an aged parent, often over the age of 70 years, and children of college age and younger (U. S. Department of Labor, Women's Bureau, 1986).

The stresses of competing demands of work and family, including responsibility for care of elderly relatives, have increasingly come to the attention of employers and policy makers. The alleviation of distractions and concerns of workers with these responsibilities have been provided for by some employers through a variety of alternative work arrangements including flexible work time, more lenient leave options and the provision of information and referral assistance for care services.

A Definition of Human Services

The National Commission for Human Service Workers (NCHSW) defined human services as,

> ... a worker, not traditionally affiliated with any established profession, who performs a variety of therapeutic, supportive, and preventative functions for people with emotional, developmental, social, or physical problems with an organized human service system. (Erikson, 1977, p. 8)

There are currently over 500,000 such Human Service Workers in youth and aging programs, mental retardation programs, drug and alcohol centers, schools, correctional facilities, mental hospitals and clinic, nursing homes, and community settings in this country.

The literature uses the term, human services, to cover an encompassing label for services provided to individuals or groups who, for whatever reason, have failed to be included in the mainstream of society and culture. The field of human service is interdisciplinary including sociology, psychology, economics and history.

The Southern Regional Education Board (Mehr, 1980; and Erikson, 1977) described five characteristics of the generalist that are applicable to human service workers. They are,

1. The generalist works with a limited number of clients or families (in consultation with other professionals) to provide across-the-board services as needed by the clients and their families.

2. The generalist is able to work in a variety of agencies and organizations that provide human services.

3. The generalist is able to work cooperatively with all the existing professionals in the field rather

than affiliating with any one of the existing professions.

4. The generalist is familiar with a number of therapeutic services and techniques.

5. The generalist is a human services professional who is expected to continue to learn and grow.

Fisher, Mehr and Truckenbrod (1974) and Mehr (1980) have identified the following basic characteristics of human services:

1. Generic human services can be delivered only through an integrated service system.

2. Human services places increasing importance on environment (cultural expectations, here-and-now relationships) as a factor in problems of life adjustment but does not ignore psychological issues.

3. Human services focuses on problem solution rather than on treatment.

4. Human services has a major task of understanding the impact of social institutions, social systems, and the social problems of client-consumers.

5. A major task for human services is identifying and using experiences by which people grow or mature.

6. Human services workers are identified by their competencies rather than by level of formal education or type of educational degree.

7. The focus for training human service workers is on learning skills rather than knowledge, but knowledge is not ignored.

8. The human services system demands evidence that its technologies and approaches work.

9. Human services is pragmatic and eclectic. It uses all the things that work in dealing with client-consumer problems.

10. Human services is parsimonious. (Mehr, 1980, pp. 15-16)

The human services worker is considered a generalist. Four functions of the human services worker are,

1. Communication - between oneself, people and systems.

2. Understanding - of the person, individual problems, and available resources.

3. Relationships - with individuals who need help, as well as with those who can provide help.

4. Strategies - for appropriate and effective action towards problem solving. (Erikson, 1977; and Mehr, 1980)

Skills needed by human services workers include the following.

Techniques for interviewing and counseling

Skill in relating to individuals, groups and communities

Effectiveness as a change agent

A capacity for self-scrutiny, adequate self-awareness and an ability to make professional use of self in interdisciplinary relationships

Knowledge of personality, groups and societal dynamics

An ability to problem-solve and to advocate

Knowledge of teaching, supervisory and research fundamentals

A capacity for program and system evaluation and planning. (Erikson, 1977; and Mehr, 1980)

These skills are then demonstrated in the following roles:

Community Planner - working with individuals and groups for the improvement of their community

Consultant - working with other human services subsystems to assist with their service problems and programs

Broker - helping people reach the services they need and helping systems to be more helpful

Outreach Worker - finding people with problems and referring them to systems for solutions

Advocate - working for the improvement of regulations, policies, and/or laws in order to make systems more accessible to people

Evaluator - assessing individuals' or communities' human services needs and making plans for meeting them

Care Giver - counseling and supporting people with problems in a therapeutic way to promote change either in them or in systems

Mobilizer - working to bring new resources to people

Data Manager - gathering and analyzing information for program planning and evaluation. (Erikson, 1977; and Mehr, 1980)

A Home Economics Definition of Human Services

An individual who works with those needing services (families, aged, poor, handicapped, pregnant [teenager], infants, and children). Community aides (consumer and social worker aides, civil service, and entrepreneurship), therapeutic recreation aides, homemaker aides, and housekeeping management assistants.

Employer Support for Human Services

Employers are becoming more involved in providing benefits of elderly and child care to their employees. The Travelers Insurance Company discovered that one in five of their employees aged 30 and older was providing some care for an older person on the average of ten hours per week (Lucas, 1987-88). Eight percent of all care givers were spending more than thirty-five hours a week providing care.

> A company that addresses issues of importance to its employees is better prepared to attract and retain the best people. The issue of caregiving should be of concern to employers. Caregiving hours and stress can affect performance, productivity, and the amount of time lost from work.
>
> Company policies and programs that help employees balance work and caregiving increase productivity, decrease frustration and stress, and allow for better communication at work. Time and energy are saved through better access to information. Morale improves when the company is seen addressing employees' needs in a significant way. (Lucas, 1987-88, p. 7)

Friedland (1987-88) found that indirect cost for employers included reductions in employee productivity as employees struggle with their multiple responsibilities. In addition to excessive use of leave and the effects of stress, productivity is lost when a valued employee reduces his/her hours, refuses a promotion, or quits to

become a full-time caregiver. Studies have shown that about 25% of the women who have quit their jobs have done so because of full-time caregiving responsibilities (Friedland, 1987-88).

The potential impact of productivity with declining fertility rates are likely to influence employer-provided benefits with the shrinking labor supply. The need to raise productivity and attract specific skills from a declining pool of qualified labor is likely to encourage employer's interest in issues associated with long term care.

Some employers have begun to respond to demographic changes by providing (1) information about or access to referral services that assist in evaluating options and funding long-term care services, (2) programs for counseling and emotional support, (3) formal time off or flexible hours for dependent care, and (4) adult day care (Friedland, 1987-88, p. 7).

According to Alvareztorres (1987), helping workers cope with problems of elder care is a workplace issue. As many as one in every three or four adults find themselves caring for an older relative or parent. Employees use sick time, vacation time and company time to meet elder care obligations, and employers are having to pay for a host of care services that traditional insurance plans cannot cover.

Human Services for the Handicapped

Title VII of the 1978 Rehabilitation Amendment signed into law on November 6, 1978, provided for new comprehensive services for independent living. The law defined these services as,

> Any appropriate vocational rehabilitation services and any other service that will enhance the ability of a handicapped individual to live independently and function within his/her family and community, and in appropriate secure employment. Such services include ...attendant care, recreational activities, and

> services for children of preschool age including child development services (Title VII, 1978 Rehabilitation Amendment, as cited by Schwab, 1970, p. 31).

Of the total U. S. population, 10 to 15 are chronically disabled (Schwab, 1970). Counties throughout Pennsylvania have begun offering attendant care to qualified adult, ages 15-59. This service is now mandated in Pennsylvania by the Attendant Care Services Act, approved December, 1986 (Rizzo, 1987).

> Due to federally mandated mainstreaming (P.L. 94-142) by the federal government for all states, the number of educational facilities that serve only the handicapped is dwindling while programs designed to promote skills that enable handicapped people to live independent in their own home and/or community continue to grow (Rizzo, 1987, p. 1).

Teacher Education in Human Services

"A growing number of universities and colleges now offer programs for human services educators in nonschool settings" (Demetrulias, Moyer and Deutsch, 1982, p. 1). For institutions to adapt to changing needs, to create programs to meet these changing needs, and to retain priorities requires the full cooperation of faculty and administration. Demetrulias, Moyer and Deutsch (1982) found this to be most important in their review of teacher education programs trying to address human services.

In 1979, the Association of American Colleges of Teacher Education (AACTE) posed the question of what should teacher education become to prepare for the 21st century. The response was to "challenge the teacher education profession to accept a commitment to human services education" (Demetrulias, Moyer and Deutsch, 1982, p. 34). This group predicted that teacher education faculty will become more involved in scholarly activities in human services education. They went on to predict that "program objectives will focus on the development of skills and values that have direct application in a variety of alternative educational

settings, both school and nonschool. There will continue to be a need for teachers trained in specific subject matter specialties and for specific age levels in traditional school settings (Demetrulias, Moyer and Deutsch, 1982, p. 35).

Human Services and Occupational Home Economics

In 1963, home economics received a legislative charge to develop programs aimed at preparing paraprofessional workers for its related occupations. The impact of this legislation is still slowly rippling across the country. The move to occupational education was aided by the movement of women into the labor market during the 1960's and 1970's (Weis, Carlos and Kreutzer, 1979).

Home economics has barely been involved in the service industries. These service industries are considered to have the most rapid growth potential for now and in the future, with human services jobs being the least likely to be automated out of existence because they are services that are in demand (Terrass and Comfort, 1979). The future of occupational home economics areas is being effected by sex discrimination and the results of sex discrimination: that of low paying, low status jobs (Terrass and Comfort, 1979).

Witt and Naherny stated that by

> ... failing to develop the job analysis tools necessary to express interpersonal aptitudes, knowledge and skills, the Division of Occupational Analysis has produced a *Dictionary of Occupational Titles* that shortchanges traditional women's work via inaccurate coding and denies the existence of subprofessional jobs in the human services. ... Findings show that jobs suffering most are those related to homemaking and mothering, particularly those at the paraprofessional level in the fields of health, education, and welfare (Witt and Naherny, as cited by Weis, Carlos and Kreutzer, 1979, p. 9).

> Occupational home economics is needed -- its related occupations are becoming established as occupational components of human services in our society--its derivations from homemaking skills mark it as a logical linkage from the home to the labor market for individuals who seek employment or who are willing to perform these skills in the labor market (Weis, Carlos and Kreutzer, 1979, p. 11).

Child Care Services in Pennsylvania

According to Governor Robert P. Casey,

> The growing need for quality day care and child care services in Pennsylvania is an issue that involves all citizens of our Commonwealth. In order to remain economically competitive and ensure that every citizen has the opportunity to participate fully in the economy of this commonwealth, we must commit ourselves to meeting the day care and child care service needs of our people (Governor Appoints Child Care Advisor, 1988, p. 1).

In Pennsylvania, 485,000 children under the age of 6 have parents working full time. According to the Department of Public Welfare, state licensed day care providers serve 120,000 of these children. They project that by the end of the decade that 60% of the parents of preschoolers will be in the workforce.

Beh (1988) viewed the initiative to improve the quality of child care an "opportunity to dramatically improve the quality of life in Pennsylvania and make Pennsylvania an even more attractive place for people and businesses from outside the state to locate" (Governor Appoints Child Care Advisor, 1988, p. 4). She believes that future growth of the economy of this state will be determined by whether Pennsylvania chooses to make available quality day care or whether families and businesses choose other states that do make this a priority. Beh is working with Governor Casey to create a model child care program for commonwealth employees.

An issue not being addressed is the need for trained workers. Many professionals in child care have much to say about the training of child care workers. Eheart (1987) stated that, "without an appropriate uniform, and enforceable credentialing system, the professional status of day care workers will remain in question" (1987, p. 1). Trotter (1987) suggested that child development associates are needed to work on before and after school programs in our public school systems.

Current legislation at the federal level has had a lot of action, but no legislation has yet been implemented. On February 23, 1988, Senator Edward Kennedy, Chair of the Committee on Labor and Human Resources, introduced a bill to authorize $500 million for preschool education programs. This program is called "Smart Start" and it is intended to expand the existing school system and facilities to meet the needs of the preschool population (Kennedy to Introduce Council's Preschool Bill, 1988). According to child care advocates, the Act for Better Child Care Services was introduced in November 1987, and is an overdue comprehensive measure that is a strong step toward providing families with the child care assistance they desperately need (Dubin, 1988). The act regulates the quality of child care by mandating child care providers to fulfill at least 15 hours of inservice continuing education training each year. On December 23, 1987, President Reagan signed the Human Services Reauthorization for Child Development Associates (CDA) Scholarships for fiscal year 1988 (Legislative Update: CDA Scholarships Act, 1988).

Intergenerational Programs and Human Services

Worth (1988) explained,

> ... both adolescents and the elderly are on the fringe of society. Neither are considered capable by society -- adolescents are too inexperienced and the elderly are too old. While both groups are often quite capable, they suffer from age stereotyping. Adolescents and the elderly often have no choice but to rely on others

for help, and both may struggle with conflicts between independence and dependence (As cited in Shields, 1988, p. 5).

Young (1987) offered a rationale for teaching the young about aging as she stated that "age awareness is one of the most valuable lessons for students of all ages to learn, for it enables them to understand and interact better with elderly people now, and at the same time, prepare for their own aging" (1987, p. 22).

At the University of Pittsburgh, there is currently an Intergenerational Program called "Generations Together." In Pennsylvania with 1 in 5 persons being over the age of 60 (Pennsylvania Department of Aging), these programs will increase in importance (Lyons, et. al, 1985).

Care for the Elderly

"The average woman today can expect to spend as many years caring for a dependent parent, or husband as she does in caring for a dependent child" (Glasse, as cited in Beck,1987, p. A-4). Women who care for the aged are often shocked at how little help is available to them, as found by Lou Glasse, President of the Older Women League. This same group found that the typical informal caregiver of the elderly is 45 years of age or older (75%); lives with the care recipient (74%); is a woman (72%); is married (70%); is a wife or daughter of the care recipient (57%); is in poor health (33%); is poor or near poor (32%) and is in the workforce (31%) (Older Women's League, 1986).

According to the U. S. Census Bureau, the over-60 age group is the fastest growing part of the U. S. population today. While there were only 12 million persons aged 60 and over in 1900, the number is expected to reach 35 million by the year 2000. Experts contribute this growth to better diet, improved sanitation conditions, and medical advances.

Gunn (1986) encouraged home economists to have more education on aging. She also saw home economists contributing to reducing

long term health care. Miller and Felstenhausen (1985) cited the need for the use of home health aides to accomplish this goal.

Clayton (1987) stated that,

> Home economists are ideally suited for working with the growing elderly population. This orientation toward serving families is particularly helpful, since the needs of the elderly must be looked at in relation to their families. Home economics also involves teaching the long term housing needs, financial planning, management principles, and independent living skills essential to older adults (Clayton, as cited in Cobe, 1987, p. 20).

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APPENDIX O

Third Party Evaluators' Report

Ruth E. Dohner, Ed.D.

THIRD PARTY EVALUATOR'S
PROJECT EVALUATION FORM
Development of a Teacher Education Program
in Human Services Occupations in Pennsylvania

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1. I have reviewed the project proposal and am familiar with the scope and intention of this project. Yes X No___

2.A. My present professional role is _____
Home Economics Teacher Educator, Ohio State University

2.B. I have worked in this role for 8 years.

3. My educational background is

	Date	Degree	Institution
Baccalaureate:	1970	Home Ec. Ed.	Messiah College
Master's:	1974	Home Ec. Ed.	Penn State University
Doctorate:	1979	Home Ec. Ed.	Penn State University

Mary Lu Hockenberger

THIRD PARTY EVALUATOR'S
PROJECT EVALUATION FORM
Development of a Teacher Education Program
in Human Services Occupations in Pennsylvania

---

1. I have reviewed the project proposal and am familiar with the scope and intention of this project. Yes X No___

2.A. My present professional role is _____
Supervisor of the Home Management Section of the Occupational Therapy Department at Harmarville Rehabilitation Center

2.B. I have worked in this role for 6 years.
Other years in human service, 4 years.

3. My educational background is

	Date	Degree	Institution
Baccalaureate:		BS	Mansfield University
Master's:		Continuing education through the Harmarville Rehabilitation Center Education Department.	
Doctorate:			

Sally Sutter

THIRD PARTY EVALUATOR'S
PROJECT EVALUATION FORM
Development of a Teacher Education Program
in Human Services Occupations in Pennsylvania

---

1. I have reviewed the project proposal and am familiar with the scope and intention of this project. Yes X No___

2.A. My present professional role is Educational Consultant

2.B. I have worked in this role for 9 years.

3. My educational background is

	Date	Degree	Institution
Baccalaureate:		B.S.	Penn State University
Master's:			
Doctorate:		D. Ed.	Penn State University

Objective 1

To coordinate efforts with postsecondary and secondary institutions offering human service or related programs and establish a functional network with these institutions.

Indicators of Achievement

a. Set up Adhoc Advisory Committee.

b. Begin to investigate a computer bulletin board potential for communication among interested programs.

c. Visited Williamsport Area Community College and Center County Vo-Tech School Human Services program.

Extent of Achievement

a. Advisory committee met three times.

b. The computer bulletin board is in the examination stage.

c. Made appropriate contacts in one AVTS and one community college and learned about their human services program components.

Objective 2

To establish and develop a human services vocational teacher education program at The Pennsylvania State University using the Model for Trade and Industrial Education and drawing upon courses in Human Development, Vocational Education, Home Economics Education, and Special Education.

Indicators of Achievement

a. Contacts with concerned University faculty and administration.

b. Conceptualized a preliminary model for Preparation of Teachers in Human Services and Human Services Career Ladder.

c. Administered a needs assessment which asked if AVTS Administrators would be interested in hiring human service professionals and whether there was need for such professionals.

Extent of Achievement

a. Essential and connected education units on PSU Campus have been identified as providers of knowledge and skill.

b. Important contacts have been made which are essential to setting the ground work for a new major in a University - a significant first step.

c. Summary of the returned the needs assessment instruments shows there is a need for a human services program at high school level but administrators do not seem interested in hiring a human services trained teacher.

Objective 3

To utilize an ad hoc advisory committee made up of representatives from the human services, business, industry, and educational institutions.

Indicators of Achievement

a. A committee was developed which has a variety of members from the different human service backgrounds.

Extent of Achievement

a. The committee has met three times and have recorded minutes.

b. Reviewed career ladders for human service occupations.

Objective 4

To disseminate findings and promote the program to administrators in secondary and postsecondary institutions in Pennsylvania and nationally.

Indicators of Achievement

a. Overview of program presented at PHEA and National Vocational Home Economics Conference.

b. Attended conference of National Organization for Human Services Education.

c. Brief description of project appeared in PHEA Newsletter and Center Update, PSU publication.

d. Needs assessment questionnaire completed by administrators of area vocational technical schools.

e. Attendance at variety of professional conferences to collect information concerning human services occupations.

f. ADVOCNET (electronic bulletin board available for use by PDE and higher education institutions) was read 32 times.

Extent of Achievement

a. Publications, presentations, and conference attendance has facilitated the knowledge base of the project staff and shared project planning in the home economics profession.

b. Systematized information sharing among AVT's, comprehensive high schools, community colleges and the human services employers needs to be strengthened.

Objective 5

To establish a resource library in human services.

Indicators of Achievement

a. Samples of professional literature.

b. Bibliography.

c. Reports of demographic and other data.

d. Selection of related curricula comprising subsets of proposed programs.

Extent of Achievement

a. Review indicates preliminary stages of establishment of resource library.

b. Much potential for expansion.

Objective 6

To investigate liaisons with the business and educational communities which currently involve human services.

Indicators of Achievement

a. Contacts have been made to various agencies.

Extent of Achievement

a. Sent letters to other professional organizations.

b. Have files on different certificates and diplomas from programs (i.e. nannies).

c. Developed a list of consultants from the human service field.

5A. From your perspective, is this a worthwhile project to be undertaken?

Yes. All of the third party reviewers thought the project to be worthwhile. This proposed program may have positive affects upon the Home Economics Education program at Penn State.

5B. Is it timely?

1. The needs assessment of the area AVTS administrators strongly supported the needs for graduates with these skills.

2. Demographic information for the state of Pennsylvania definitely supports the need for this training.

5C. Does it address real needs in Pennsylvania?

1. Yes. With better medical care, people are living longer lives and with the changing health care regulations, patients are returning home sooner. The working family unit does fulfill the health care provider role for this population.

2. Also, with deinstitutionalization, more community living arrangements are being developed and there is a need for trained staff.

5D. Is it in an appropriate setting?

Home Economics Education at Penn State is in the business of teacher preparation. They have had a model home economics education teacher prep. program in the country. Coombs model of seminars and field experience is an appropriate model for human services teacher preparation.

5E. What are its chances for succeeding?

Success may be dependent upon and/or facilitated by:

1. Selling this program to local administrators in local comprehensive high schools, area vocational technical schools and community colleges is so that jobs will be available to graduates (tabulation of existing needs assessment),

2. Having home economists in human service in all the planning stages of the project,

3. Informing the human service employersr egarding this program for future job possibilities/work experiences,

4. Utilizing the PEN Pages electronic bulletin board to provide information to intermediate units and local school districts,

5. Considering a presentation to PSEA, Central Intermediate Unit Personnel and Association for Curriculum and Supervision,

6. Considering a workshop for secondary school guidance counselors (gatekeepers in scheduling process) to inform students of this proposed program,

7. Planning an Executive Academy sponsored by PDE designed for school administrators,

8. Careful selection of local Advisory Committee for this program. Should be organized prior to or during the time of implementation and not after the fact to assist in community ownership and building consensus.

5F. What recommendations can you make to improve upon the project?

1. Show in the Human Services career ladder the education your program will directly provide in helping professionals and high school age youth move on this career ladder. Show which parts will be up to other university programs, community colleges, etc.

2. In the Preparation of Teacher Model add a narrative and focus in the narrative on the role home economics education wants to, ought to play.

3. Existing list of consultants appears to be mainly AVTS professionals. Expand list.

5G. What recommendations can you make to strengthen the project in its second year?

1. More concrete minutes and written agendas of the adhoc meetings to validate the direction of the project.

2. Prepare teachers to be aware of the different funding sources in the human service field to help understand the delivery system.

3. Need to contact other home economics programs that offer a human service major (West Virginia, Nebraska).

4. Need to contact businesses (Whirlpool, GE) on existing literature available.

5. Increase involvement of home economists in human service on the adhoc committee and as consultants.

6. In considering the skills and methods of teaching human service professional teachers, the following may be considered:

    a. Prepare teachers to make a direct impact in public policy issues. They will need to be advocates for individuals and families in the private and public arenas. They will best know the needs of families and be able to testify to boards, legislators, and to others about family needs and how they may best be met. A legislative internship in Harrisburg or Washington may do this best. They will also need to be advocates for working conditions; salaries of human service workers and professionals; accreditation of programs; and certification of workers and professionals.

b. You might use Eloise Murray's model for coordinating services to pregnant teens as a way to provide education and a controlled internship to provide practice with agencies and pulling together these services for one or more case families or individuals.

c. The professionals will need counseling skill also. The coordinating services model (Murray) includes instruction and practice in counseling as well as content. In this project content may be rehabilitation and working with handicapped.

d. Provide supervised internship opportunities in child care, home and health management systems, and community living arrangements.

e. All professionals will be AHEA certified to add credibility to their training.

f. Include course work in drafting plans and adaptations of facilities for handicapped assessibility.

g. Provide opportunities to develop personal and cooperative group communications skills.

h. Prepare teachers to train high school students beyond entry level. Those high school students who are capable should be stretched to higher levels during high school training, in the career ladder, i.e. supervisory or entrepreneurial ventures.

i. Develop recruitment and promotional skills to expand human services.

j. Recognize their own skills and sell them to the appropriate audience.

k. Career paths for professionals other than teaching should be explored and recognized.

l. Need more information on different disabilities such as spinal cord and head injury. The head injury person needs much retraining in basic homemaking skills for years.

m. Offer courses in group dynamics.

n. Develop an awareness of the different goal planning processes used (i.e. county, agency).

o. The secondary human services program should have a strong career education component.

7. Begin to publish in professional journals which human services AVTS teachers and employers may read. These articles may discuss issues and potential resolutions in the human services field. These articles may be solicited from people in the field or written by project staff. This publishing will provide awareness of your new program process and contribute to knowledge in this field.

8. A vocational teacher advisory group interested in human services occupations may be established to help advise HEED about teacher preparation, actions to proceed, to build a supportive school environment for these new programs and create ways to recruit high school students.

9. When developing the undergraduate human services teacher training program, consider alternative program formats for adult returning students seeking a Master's degree.

10. Formulate a configuration of academic discipline subject matter and pedagogy.

11. Integrate the special values and beliefs of home economics into the overall curriculum as the umbrella for the entire focus of the proposed program.

5H. What are any other comments or suggestions you can make regarding this project?

1. Will the Vo-Tech students, upon completion, receive a diploma or certificate?

2. Will students entering for a B.S. or graduate degree be exempt from human service related courses?

3. Referring to the Model for Preparation of Teachers of Human Services Occupations in Vocational Education, encourage the flow of students from the various academic departments into the Program for Teacher Education in Human Services Occupations.

4. Need to inform the teaching faculty of academic departments of the University about this program.

5. Will this training provide the high school graduates more opportunities for employment, advancement, and/or salary advantages than untrained individuals hired by the human services agencies?